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AUTHOR Hudson, William B., Comp.
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ABSTRACT

The document is a compilation of reports made by graduate students in a class concerned with how they as teachers met the needs of their students in courses or programs. The reports examine 10 areas and discuss how student needs are met by (1) cooperative business education, (2) diversified cooperative training, (3) distributive education, (4) home economics, (5) industrial education, (6) job entry preparation, (7) an occupational placement specialist, (8) prevocational industrial arts, (9) technical vocational education, and (10) vocational office education. (LJ)

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STUDENT NEEDS

FSU GRADUATE PROGRAM

VOCATIONAL EDUCATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PROFESSOR
WILLIAM A. HUDSON

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INTRODUCTION

The submission of these 10 vocational program areas was an innovative thought by the professor who truly wanted to have his last class accomplish something for the good of the student. He philosophied the thought that each teacher must in his or her report reflect how they were meeting student needs in their course/program. To this end, some 35 teachers were grouped generally in their respective areas and each made a contribution to the overall group report. Chairmen of each group were identified from within their own ranks, and special preparation time was made available for research group meetings and ultimate oral and visual presentations. It was felt that the excellent level of this performance was of such a nature that these reports might benefit students, other teachers, and administrators. Accordingly, avenues were sought whereby we could obtain publication of this material and make it available for utilization of others.

It is to be noted that the group and individual reports are assembled in the same manner as presented to the class. No effort has been made to edit, number pages, or seek additional information which may be required in a publication of this nature. These individual and group reports are as divergent as the individuals compiling them. Extraneous material has been removed from the individual group papers, and, in some cases, a reference might be made in the group paper to these destroyed charts and non-reproducable forms. The content of these group publications are worthy

of high recognition as they represent to any reader the teacher's belief in his efforts to satisfy the needs of students. Most individual/group reports will provide references and source material, while others will generally reference class publications such as State Department of Education Bulletins. Hopefully, all have been generous in sighting their source documents. The programs have been identified in this book by chapters which are alphabetized and most contents do not represent over 20 pages; therefore, any subject of interest could be researched in a very minimum of time. It is hoped this publication is of benefit for those who have occasion to read it.

ACKNOWLEDGEMENTS

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Graduate students in FSU's Brevard County Graduate Program developed these units as partial fulfillment of requirements for credit in the course EMBr 519, Seminar in Vocational Education, Spring Quarter, 1975. Those students are as follows:

Jack Alvarez
Daytona Beach Community College
Daytona Beach, Florida

Joycelin Blyth
Merritt Island High School
Merritt Island, Florida

Kathryn Brown
Eau Gallie High School
Melbourne, Florida

James Bull
Flagler-Palm Coast High School
Bunnell, Florida

Diane Buyce
Melbourne High School
Melbourne, Florida

Wayne Clark
Cocoa High School
Cocoa, Florida

Gennie Dickens
Cocoa Beach High School
Cocoa Beach, Florida

Geralene Gardner
Rockledge High School
Rockledge, Florida

Donald Greene
Melbourne High School
Melbourne, Florida

Robert Grossholz
Daytona Beach Community College
Daytona Beach, Florida

Mary Haskins
Rockledge High School
Rockledge, Florida

William Hignite
Monroe Center
Cocoa, Florida

Carl Holland
Poinsett Middle School
Cocoa, Florida

Eleanor Hopper
Merritt Island High School
Merritt Island, Florida

Thomas Hummer
226 Marion Street
Indian Harbor Beach, Florida

Cora Knighton
Rockledge High School
Rockledge, Florida

Charles Kraemer
Melbourne High School
Melbourne, Florida

Calvin Kroupa
Melbourne High School
Melbourne, Florida

Elizabeth Lewis
Seabreeze Senior High School
Daytona Beach, Florida

Rhea Lightner
Merritt Island High School
Merritt Island, Florida

Jack Makin
2265 Dolphin Road
Titusville, Florida

Norman McCuen
Brevard Community College
Cocoa, Florida

Eva Murphy
Mainland Junior High School
Daytona Beach, Florida

John O'Donnell
Johnson Junior High School
Melbourne, Florida

Murray Oppenheim
459 St. Georges Court
Satellite Beach, Florida

Martha Pelham
Cocoa High School
Cocoa, Florida

Samuel Reed
Brevard Community College
Cocoa, Florida

Johnnie Mae Riley
Jefferson Junior High School
Merritt Island, Florida

James Schneider
Brevard Community College
Melbourne, Florida

Elwood Smith
Eau Gallie High School
Melbourne, Florida

Robert Spielman
424 Bridgetown Court
Satellite Beach, Florida

Victoria Stallings
Melbourne High School
Melbourne, Florida

William Wickes
Cocoa Beach High School
Cocoa Beach, Florida

Tom Wilson
Brevard Achievement Center
Melbourne, Florida

Marguerite Young
Rockledge High School
Rockledge, Florida

COOPERATIVE BUSINESS EDUCATION

(CBE)

EMBr 519

Seminar in Vocational Education

Spring Quarter 1975

Mr. William Hudson, Professor
Florida State University
Tallahassee, Florida
BCC Campus

Submitted by
Mrs. Martha Pelham, Chairman
Mrs. Joy Blyth
Mrs. Mary Haskins

COOPERATIVE BUSINESS EDUCATION (CBE)

What is Cooperative Business Education? The term "cooperative" reflects the working relationship between the secondary school and the business community to achieve the basic objective of preparing young people for future careers.

The term "business education" distinguishes the subject-matter, methods of teaching, and area of career choices made by the students. CBE, therefore, is considered a specialized program designed to prepare individuals for employment in the area of office occupations. The classroom represents the center of the instructional program; employment in local businesses provides the necessary on-the-job training.

A Teacher-Coordinator from the high school is in charge of the program. In order to qualify for the Graduate Certificate, Rank III, covering Coordinator of CBE, the applicant must satisfy all requirements for the Graduate Certificate covering the broad field of secondary business education; present three semester hours in organization and coordination of cooperative education, and three semester hours in methods and content for related instruction in cooperative business education; and must have a minimum of <u>two</u> full years of full-time successful work experience (or its equivalent in part-time work experience) in office occupations.

The CBE program is divided into three parts: classroom instruction, on-the-job training, and club/leadership activities. In the middle of these three is the CBE Teacher/Coordinator. Representing the school, it is his/her responsibility to coordinate the training program toward a satisfactory preparation of the student/learner for his/her occupational career objective. In addition, the coordinator agrees:

1. To see that the necessary related classroom instruction is provided.
2. To work with the students and employers in determining job placements with the student's interest being the main consideration in placing a student in a job.
3. To make periodic visits to the training station to
   a. observe the student-learner,
   b. consult with the employer and render any needed assistance with the training problems of the student-learner,
   c. to assist in the evaluation of the student-learner.
4. To serve as sponsor for the CECF and/or FBLA Chapter his students join and assist in planning the schedule of activities for the year.

The school should provide:

1. Functionally designed classroom space and furniture,
2. Modern office machines and equipment,
3. Specialized instructional materials and teaching aids,
4. Office space for individual conferences between student and teacher-coordinator,
5. Telephone so the coordinator may be in contact with businesses and employers.

The CBE student must be at least sixteen years of age, of junior or senior standing, and have earned at least two units

in business subjects. In addition, CBE students must have
tained satisfactory grade averages and regular attendance
previous years, must be employable, and must be endorsed b
CBE Coordinator.

Responsibilities of the CBE student which aid in maki
job experience a contribution to his career objective inclu
following agreements:

1. To be regular in attendance, both in school and o
job

2. To perform his training station and classroom resp
bilities in an efficient manner

3. To show honesty, punctuality, courtesy, a cooperat
attitude, proper health and grooming habits, appro
dress, and a willingness to learn

4. To conform to the rules and regulations of his tra
station

5. To furnish the coordinator with necessary informat
about his training program and to complete promptl
necessary reports

6. To consult the coordinator about any difficulties
ing at the training station

7. To participate in those extra-curricular club acti
that are planned for the CBE students.

The parents of the CBE student, realizing the importan
the training program in the CBE student attaining his caree
objectives, agrees:

1. To encourage the student to carry out effectively
duties and responsibilities

2. To share the responsibility for the conduct of the
CBE student while training in the program

3. To accept responsibility for the safety and conduct
the CBE student while he is traveling to and from t
school, the training station, and his home.

The Training-Station, recognizing that a training plan should be followed, and that close supervision of the student-learner will be needed, agrees:

1. To provide a variety of work experience for the CBE student that will contribute to the attainment of his career objective.

2. To endeavor to employ the CBE student for at least the minimum listed number of hours each day and each week for the entire training period.

3. To adhere to all Federal and State regulations regarding employment, child labor laws, minimum wages, and other applicable regulations.

4. To assist in the evaluation of the CBE student.

5. To provide time for consultation with the CBE Coordinator concerning the student-learner and to discuss with the coordinator any difficulties the student may be having.

6. To provide available instructional material and occupational guidance for the CBE student-learner.

CBE PREREQUISITE NEEDS

1. The student needs to be able to typewrite.

2. The student needs to be able to read at the ninth grade level.

3. The student needs to have knowledge of basic arithmetic operations including addition, subtraction, multiplication, and division.

4. The student needs to be interested in working in a business office.

5. The student needs to be able to provide his own transportation to and from training station.

6. The student needs to be physically fit.

7. The student must have manual dexterity.

8. The student must be sixteen years of age.

EDUCATIONAL NEEDS OF THE CBE STUDENT

The CBE student needs to be skilled in typing a variety of materials including letters, memorandums, forms, reports, and manuscripts. He or she should be able to make and receive telephone calls and greet visitors courteously and tactfully. He or she should be able to compose letters, make appointments, schedule meetings, and make travel arrangements. He or she should be able to prepare masters and duplicate copies. He or she should be able to maintain a filing system. He or she should be able to handle incoming and outgoing correspondence. He or she should be able to transcribe material from machine dictation and/or shorthand notes. He or she should be able to use adding and calculating machines in handling accounting records for an office.

In addition to skills, the CBE student should be well groomed, have a pleasant personality, and be able to get along well with fellow employees and supervisors.

The CBE student needs to develop and refine the above office skills necessary for job competency. He or she needs to practice the skills, knowledges, and attitudes learned to make classroom instruction more meaningful and relevant. He or she needs to develop good work habits and attitudes to aid in the development of such personality traits as punctuality, dependability, accuracy, tact, adaptability, poise, and a sense of responsibility that makes for efficient work with a minimum of supervision.

The CBE student needs to be able to select the particular job most suitable to him or her in terms of his or her interests, aptitudes, and abilities. He or she needs to develop feelings of self-respect and achievement. He or she needs to be able to follow instructions and accept supervision. He or she needs to maintain good attendance in school and on the job.

The CBE student needs to be neat, prompt, and dependable. He or she needs to develop sound concepts of personal management through experiences gained from wages received from training stations and related instruction. He or she needs to be able to determine appropriate actions between employees, and to be able to respond to criticism by supervisors.

CLASSROOM INSTRUCTIONAL ACTIVITIES FOR MEETING EDUCATIONAL NEEDS

With the help of the instructor and selected texts, the student will write personal data sheets, complete applications, demonstrate knowledge of interview procedures by role playing, and participate in actual job interviews.

Once the CBE student is placed in a training station, he will prepare a plan for learning his job with the instructor. The student will then prepare an organizational chart of the training station, a job description, and his office layout. He will prepare a list of goals which will guide him in his employment advancement and a plan for attaining those goals.

The CBE instructor will lecture about and demonstrate proper typewriter care by cleaning typewriter and changing typewriter ribbon. Students will watch, listen, ask questions, and then practice the tasks. The instructor will lecture on

different letter styles, demonstrate materials organization, and assist students as needed while students listen, take notes, watch, ask questions, and then practice organizing materials and typing letters of different styles, proofreading and correcting all errors for mailable copies. This procedure will be followed for typing forms, memorandums, reports, and manuscripts.

Students will read selected texts on proper telephone techniques, the instructor will lecture on assigned readings, and a guest speaker with film and demonstrations from the telephone company will participate with students. The students will practice placing and receiving telephone calls using proper techniques and tape record these calls for later critiquing.

The students will listen to an instructor lecture then participate in class discussion on greeting visitors and making appointments. They will then participate in role playing situations and observe each other. They will get actual experience in these tasks along with telephone techniques when they plan and carry out their employer appreciation luncheon or banquet. Each student will act as the class receptionist at least twice during a semester to demonstrate his knowledge of these tasks.

The students will complete a review of correct grammar, spelling, and punctuation, then work some assignments in the BUSINESS ENGLISH AND COMMUNICATIONS WORKBOOK. To practice good grammar, spelling, and punctuation, the students will compose letters of different kinds. With the aid of the instructor and text they will compose the following kinds of business letters: making an appointment, making hotel reservations, acknowledgement, replying to an invitation, transmittal, and thanks.

Students will study text and discuss in class making travel arrangements by reserving airline, rental car, hotel room, and typing itinerary. They will then practice making travel arrangements by simulating calls to airline and rental car offices, writing letters reserving hotel room, type itinerary, and prepare a trip folder.

A guest speaker from A. B. Dick Business Machines Company will demonstrate different kinds of duplicating processes as follows: spirit duplicating, mimeographing, and photocopying. With the instructor demonstrating each of the following processes, students will prepare a master for duplicating with a spirit master and a stencil. After preparation of the masters, the instructor will demonstrate and the students will practice operating the duplicating machines to produce copies of the spirit master and stencil. The instructor will demonstrate dry photocopying and students will practice.

Students will practice proper filing techniques by completing a filing practice set: Business Filing and Records Control. In this set, students will learn to file alphabetically, numerically, geographically, and by subject.

A guest speaker from the U. S. Post Office will discuss proper mail handling. Students will read selected texts, participate in discussions, practice weighing mail to determine correct postage from fee schedules, then practice preparing correspondence for mailing.

Students will transcribe material from tapes using the IBM Executary Transcribing Unit using the manual of instructions and asking for instructor assistance when needed.

The instructor will lecture and demonstrate the touch method of using the adding and calculating machines. Students will practice using a practice book, then complete sections in the MACHINE OFFICE PRACTICE Book to demonstrate ability to add, subtract, multiply, and divide on the adding machine; and multiply and divide on the calculating machine.

Students will read assignment in texts then give oral reports on personal grooming. A guest speaker from the local modeling school will discuss business dress and personal grooming. A fashion show will be conducted in class. Students will demonstrate knowledge of good personal grooming and business dress by daily coming to class in appropriate business attire. A guest speaker from a local beauty college will lecture and demonstrate hair styling techniques. A guest speaker from a local cosmetic studio will lecture and demonstrate proper use of makeup. Students will practice applying makeup. Students will demonstrate knowledge of appropriate makeup usage by daily coming to class with not too heavy application of makeup.

Students will read assigned texts and view films on human relations. Guest speaker from local business will lecture on the importance of human relations in any business.

Students will develop budgets directly related to wages earned in on-the-job training. They will practice check writing and reconciling bank statements. A guest speaker from a local bank will discuss banking procedures.

Students will study the role of taxes in our society and will prepare their own income tax returns.

Students will develop self confidence and leadership ability through co-curricular club activities in CECF and/or FBLA. These activities include parliamentary procedure in club meetings in class, record keeping of finances and minutes of meetings, officer training workshops, district and state contests in bookkeeping, job interview, sales demonstration, public and extemporaneous speaking, food services, health occupations, recruiting poster, photography, and occupational interest manual. Students must also participate in fund raising activities for operating funds, and community and school service activities.

MEETING STUDENT NEEDS ON THE JOB

Students are enrolled in the Cooperative Business Education program for the purpose of preparing for a specific occupation or a cluster of office occupations. Students are learners in a realistic office training situation at the same time they are students in a related in-school class. The students must declare a specific career objective. During the orientation period for CBE students, the teacher-coordinator functions as a counselor guiding the students in assessing their interests, aptitudes, and career objectives to determine the type of training station for which the students are best fitted and one which will best help the students in meeting their career objectives. The teacher-coordinator then attempts to match the students to the available training stations in order that the students and the training stations will receive maximum benefit from the cooperative effort.

The training which the student-learners receive on the job is a key factor in vocational competency. The students should be supervised by a person who understands the philosophy of cooperative work experience and one who will work harmoniously with the teacher-coordinator in directing the learning experiences of the students. In order to meet the needs of the student-learners on the job, the supervisor should be a person competent in the skills and in the technical knowledge of office occupations and should be able to teach those business traits and attitudes considered essential to vocational competency. The training station should provide a variety of learning experiences. Rotation through as many different office jobs as possible that are related to the student-learners' occupational objectives is desirable. The student learners also need the assurance that the training stations have good reputations for safe working conditions and ethical business practices.

EMPLOYMENT OUTLOOK

The employment outlook for the 1970's by Department of Labor statistics projects an increase in the number of managerial, secretarial, stenographic, clerical, accounting and data processing, office machine operators, and receptionist positions needed. By 1980, eighty percent of the jobs in these areas will require more educational training and/or re-training but less than a four-year degree. Forty-two percent of the labor force will be women, many of whom will be in managerial, supervisory, and accounting positions.

Employment of clerical workers is expected to increase rapidly through the mid-1980's. In addition to jobs created by growth, thousands of openings will occur as employees die, retire, or leave their jobs. The growth in the number of clerical workers is expected to result primarily from the increasing paperwork that will accompany the expansion of large and complex organizations. Employment opportunities will be best for secretaries, typists, and other skilled workers whose jobs are not likely to be handled by machines. Demand for these workers will be particularly strong in banks, insurance companies, manufacturing firms, government offices, and professional service organizations.

As more firms use computers and business machines, routine clerical jobs such as payroll, stock, bank, and file clerks may be reduced or eliminated. However, as work is shifted from clerks to machines, new jobs will be created for machine operators, particularly in large urban business firms. Many clerical workers, including secretaries, receptionists, and others who deal with the public and who exercise initiative, will not be affected by automation.

EARNING AND WORKING CONDITIONS

Workers in routine office jobs earn as little as $80 per week and some experienced and highly skilled employees earn up to $162 per week. Salary variations within an occupation usually reflect differences in educational levels, skills required, and work experience. An example of this is the variation between Clerk-Typist and Stenographer. The FLORIDA VIEW states that a Clerk-Typist should have a high school education while a Stenographer is expected to have a high school education. The Clerk-

Typist must be able to type at least 40 words per minute with limited errors, sit and concentrate for long periods of time, get along well with co-workers and the general public. The Stenographer must be able to take dictation in shorthand at a rate of at least 80 words per minute, type 60 words per minute, maintain the confidence of the employer, work quickly and accurately, and use a variety of office equipment. The weekly salary range to be expected in this area of Florida by a Clerk-Typist is $75 to $135; by a Stenographer, $80 to $200.

Salaries in different parts of the country also vary; earnings generally are lowest in southern cities and highest in northeastern and western urban areas. For example, secretaries averaged $141 a week in the Northeast, $142 in the West, and $126 in southern cities. Office employees work a 40-hour week in most cities. In some, especially in the Northeast, the scheduled work week is 37½ hours. Most office workers in large cities receive seven or more paid holidays a year and two weeks vacation after working one year. Longer vacations, based on added years of service, may range to four weeks or more. Group life and health insurance plans, sick benefits, and retirements plans may be available.

CONCLUSION

Through classes in school and on-the-job training and experiences, the CBE student should have developed a clear-cut career objective with a firm understanding of the requirements and qualifications, preparation and training needed, working conditions, and prospects and opportunities in their chosen careers. Their occupational future will be what they make of it!

OCCUPATIONAL CLUSTERS FOR BUSINESS EDUCATION IN FLORIDA

BUSINESS ADMINISTRATION	BUSINESS DATA PROCESSING
Administrative Assistant	Systems Analyst
Office Manager	Programmer
Training Supervisor	Accountant, Junior
Training Representative	Accountant, Cost
Job Analyst	Accountant, Systems
Employment Interviewer	Credit Analyst
Personnel Recruiter	Supervisor, Computer Operations
Budget Officer	Digital Computer Operator
Treasurer	Audit Clerk
Supervisor	Bookkeeper
Personnel Clerk	Insurance Clerk
	Peripheral Equipment Operator
	High Speed Printer-Operator
	Keypunch Operator
	Tabulating Machine Operator
	Cashier
	Bookkeeping Machine Operator
	Calculating Machine Operator
	Transit Clerk
	Teller
	Payroll Clerk
	Timekeeper
	Currency-Change Sorter

BUSINESS OPERATIONS

Chief Clerk, Print Shop
Duplicating Machine Operator
Offset Duplicating Machine Operator
Automatic Typewriter Operator
Yields Supervisor
Materials Coordinator
Production Coordinator
File Clerk
Records Clerk
Quality Control Clerk
Billing Clerk
General Office Clerk
Coding Clerk
Paymaster
Ward Clerk
Toll-Rating Clerk
Rate Supervisor
Shipping & Receiving Clerk
Stock Supervisor
Stock & Inventory Clerk
Delivery Clerk
Transcribing Machine Operator
Weigher
Progress Clerk

BUSINESS INFORMATION PROCESSING

Secretarial Administrative Manager
Administrative Assistant
Legal Secretary
Medical Secretary
Secretary
Technical Secretary
Word Processing Coordinator
Clerk-Typist
Data Typist
Correspondence Clerk
Chief Telephone Operator
Telephone Operator
Stenographer, Junior
Stenographer
Machine Operator
Mail Clerk
Addressing Machine Operator
Mail-Machine Operator
Messenger
Hospital-Admitting Clerk
Information Clerk
Hospital-Out Patient Clerk
Receptionist
Compiler
Dispatcher (Maintenance Service)
Survey Worker
Credit Clerk
Medical-Record Clerk

INSTRUCTIONAL SEQUENCES, K - 12

ORIENTATION K - 6	EXPLORATORY 7-9	BASIC SKILL DEVELOPMENT	ADVANCED SKILL DEVELOPMENT	SPECIALIZED SKILL DEVELOPMENT			
GENERAL BUSINESS - ECONOMICS	CAREERS IN BUSINESS ADMINISTRATION	BOOKKEEPING	BOOKKEEPING	BUS. LAW-HUMAN RELATIONS	BUSINESS ADMINISTRATION SEQUENCE	JOB TRAINING	
		CLERICAL PRACTICE	CLERICAL PRACTICE	BUSINESS MATH		OFFICE PROCEDURES BUS. ORG. & MNGT. INTRO. TO DATA PROC.	
		BUSINESS MACHINES	BUSINESS MACHINES	BUSINESS COMM.			
		TYPEWRITING, 1	TYPEWRITING, 1				
	CAREERS IN BUSINESS DATA PROCESSING	BOOKKEEPING	RECORDKEEPING	BUS. LAW-HUMAN RELATIONS	BUSINESS DATA PROCESSING SEQUENCE	JOB TRAINING	
		CLERICAL PRACTICE	CLERICAL PRACTICE	BUSINESS MATH		OFFICE PROCEDURES BUS. ORG. & MNGT. INTRO. TO DATA PROC.	
		BUSINESS MACHINES	BUSINESS MACHINES	BUSINESS COMM.			
		TYPEWRITING, 1	TYPEWRITING, 1				
	CAREERS IN BUSINESS OPERATIONS	BOOKKEEPING	BUS. LAW-HUMAN RELATIONS	BUS. LAW-HUMAN RELATIONS	BUSINESS OPERATIONS SEQUENCE	JOB TRAINING	
		CLERICAL PRACTICE	BUSINESS MATH	SECRETARIAL PRACTICE		OFFICE PROCEDURES BUS. ORG. & MNGT. INTRO. TO DTA PROC.	
		BUSINESS MACHINES	BUSINESS COMM.	SHORTHAND, 2			
		TYPEWRITING, 1	TYPEWRITING, 2				
	CAREERS IN BUSINESS INFORMATION PROCESSING	BOOKKEEPING	BOOKKEEPING	BUS. LAW-HUMAN RELATIONS	BUSINESS INFORMATION PROCESSING SEQUENCE	JOB TRAINING	
		CLERICAL PRACTICE	SHORTHAND, 1	BUSINESS MATH		OFFICE PROCEDURES BUS. ORG. & MNGT. INTRO. TO DATA PROC.	
		BUSINESS MACHINES	BUSINESS MACHINES	BUSINESS COMM.			
		TYPEWRITING, 1	TYPEWRITING, 1				

OCCUPATIONSL ORIENTATION - A CONCEPTUAL PATTERN

INSTRUCTIONAL INFORMATION AND SOURCES USED IN CLASSROOM

Today's Secretary
Gregg Division
McGraw-Hill Book Company

Modern Secretary
George Stuart
Orlando, Florida

Occupational Outlook Quarterly

IBM Corporation
Management Services Representative
(Materials for IBM Typewriters
and transcribing equipment)

Southern Bell
Education Consultant

Brevard County Film Library

South-Western Publishing Company
(films, transparencies, and film strips)

Gregg Division
McGraw-Hill Book Company
(transparencies, filmstrips)

Dictation Disc
(dictation records)

Business and Office
What is a Computer
Choosing a Job

Applying for a Job

Encyclopedia Britannica Educational Corporation

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Standard Handbook for Secretaries and Stenographers

FLORIDA STATE UNIVERSITY

May 19, 1975

MEETING THE EDUCATIONAL NEEDS OF STUDENTS

In the

DIVERSIFIED COOPERATIVE TRAINING PROGRAM AREA

COMMITTEE MEMBERS
James O. Bull
Diane A. Buyce
Gennie C. Dickens
Eva P. Murphy
Elizabeth G. Lewis, Chairman

In Partial Fulfillment of Course Requirements
EMB 519 -- Seminar in Vocational Education
Spring 1975

Mr. William A. Hudson, Professor

A BRIEF SYNOPSIS

OF

DIVERSIFIED COOPERATIVE TRAINING

Diversified Cooperative Training (DCT) is probably one of the most flexible programs in the field of education.

It finds itself open to students who are prepared with a skill and also students who have not yet determined their area of specialization.

If we are realistic with our observations of education, we must agree that a large number of young adults are not entirely molded or pre-set into one specialized career goal at this stage of their development.

Therefore, a program such as DCT, which provides the freedom of personal trial and application (in some cases void of a skill or special ability) is vital to a number of young adults.

DCT provides the individual with the opportunity to put himself together--academically and vocationally, personally and socially, and provides realistic experiences in the world of work, allowing for an open-ended future.

DIVERSIFIED COOPERATIVE TRAINING

The Diversified Cooperative Training Program may be defined as a flexible plan for training high school juniors and seniors of employable age in a variety of occupations by utilizing the businesses of the community and industrial establishments as training agencies.

This program is accomplished by dividing the school day into four hours of classroom study and three or four hours of work in the chosen occupation of the student. The time element may vary in certain circumstances due to a particular student's curriculum needs, but the basic structure is generally prevalent. Of the four hours spent in school, two hours are devoted to required high school subjects and the other two hours are devoted to study related to his occupation under the supervision of his teacher-coordinator.

The student receives credit for his study as follows: One credit for each subject taken, one credit for DCT General Related Study, one credit for DCT Specific Related Study, and one credit for his supervised on-the-job training for a total of five hours credit. These credits my all be used for college entrance should a student decide to continue his educational pursuits. Credits in DCT are considered as electives and are vocational educational

credits, therefore, the hours spent on the job consist of a series of work experiences planned by the coordinator in cooperation with the employer or training supervisor. The work experiences comprise a schedule of processes involved in the operation and successful carrying out of the occupational requirements. While on the job, students are considered as bona fide employees and must assume the responsibilities and duties of regular employees in the paid occupation.

The student learner is paid a wage commensurate to that earned by a beginning employee in accordance with the State and Federal regulations. The program enables the school to utilize the training facilities and personnel of local businesses at no cost to the school system; and on the other hand, employers, too, utilize the school's facilities for training employees at no cost to them. The program meets specific needs by providing some form of effective job training for a large percentage of boys and girls whose formal education might end with high school graduation, or with the student dropping out of school due to financial need or other reasons. Some form of practical training in which the student could see relevancy to his educational processes immediately had to be implemented in order to retain these students in the educational processes.

Student and community needs have necessitated the establishment of the cooperative approach in education. Cooperating business communities have given the excellent on-the-job training opportunities that have resulted in successful employees as well

as professional, technical, and self-employed persons. Further, the instructional components in Diversified Cooperative Training are designed to acquaint and develop students in such areas as proper personal attitudes and satisfactory behavioral patterns; the American business system of free enterprise; prepare students for employment and job advancement through the development of basic skills deemed necessary for entrance and advancement in a selected occupational field; to assist the students in the development of a realistic understanding and appreciation of the world of work; and the transition from school to the occupational life or higher education.

PROGRAM GOALS

The participation in Diversified Cooperative Training will prepare the students:

1. for employment through experiences provided by the cooperative method
2. to correlate knowledge and skills gained through job training and classroom instruction
3. to understand and participate in our American business system of free enterprise
4. to improve personal attitudes, develop satisfactory behavioral and human relations patterns
5. to provide for social growth

STUDENT NEEDS:

THE DIVERSIFIED COOPERATIVE TRAINING STUDENT NEEDS TO:

A. Possess employability skills
   1. manners for job interviews
   2. sample job applications and resumes
   3. simulated and actual job interviews

B. Experience on-the-job training and develop skills and capabilities necessary for advancement

1. role play difficult work situations
2. keep accurate records of job attendance, job sheets, and related study sheets
3. periodic personal conferences with coordinator to discuss job problems
4. evaluations by employer on job performance

C. Be capable of career planning

1. make a detailed study of occupations in which he is interested
2. construct and write an occupational monograph on the job of his choice
3. up-date his personal data sheet and write letter of application
4. review want ads for current available jobs
5. state future schooling and career plans

D. Develop techniques and skills of leadership and social etiquette

1. complete unit on Parliamentary Procedure
2. view film on Parliamentary Procedure
3. attend and participate in CECF club meeting
4. participate in election of officers as a candidate or voting delegate in local, district, and state levels
5. present speeches on given topics
6. participate in classroom group and committee work
7. resource persons from community, such as city and county government officials

E. Know himself--to identify his strengths and weaknesses as they relate to others and his occupational goals

1. evaluate his personality
2. determine personality strengths and weaknesses and identify areas he would like to improve
3. prepare a plan for improvement
4. evaluate his personality improvement
5. complete study of self-concept

F. Know appropriate dress, grooming, and good health habits

1. read and discuss the subject of appropriate business dress and manners and the relationship of good health habits to proper job performance
2. listen to resource speakers, such as health personnel, fashion consultants, and cosmetologists
3. participate in a wide variety of business and social events

or activities in which appropriate dress and manners are required
4. observe business dress through visitations to various business firms

G. Be able to communicate with others--oral and written

1. analyze and write various types of business letters
2. view films on correct and incorrect use of telephone
3. listen to resource speakers such as telephone personnel, secretary, radio announcer, and visit community businesses
4. listen to taped speeches
5. give talks to class on selected topics

H. Have an appreciation for, and understanding of, our free enterprise system and democratic form of government

1. community resource persons
2. class visitation to local business
3. units on labor-management relationships
4. community services
5. field trips to community service clubs

I. Have knowledge of, and experience in, financial planning

1. prepare his Federal Income Tax Form 1040
2. correctly compute sales tax
3. construct and maintain a personal monthly budget
4. complete unit on writing checks and keeping a checking account
5. maintain a checking account and a savings account
6. identify four sources of credit
7. compute and compare interest rates
8. unit on insurance
9. resource persons, such as insurance agents, real estate agents, stock brokers, newspaper financial advisors, bankers
10. unit on investment

COORDINATOR RESPONSIBILITIES

The activities of the teacher-coordinator are many and varied. It is the coordinator's responsibility to allow for the many variances of each student's character, past training, intelligence level, natural tendencies, and differences in circumstances. The coordinator should be person-centered with a focus on helping individuals to meet problem areas rather than placing emphasis on isolated subject matter. He serves as a guide and resource person, providing the individual with a chance to discover his own threshold of patience, endurance, judgment, and innate adaptability to particular modes of being self-supporting. He also is responsible for providing the individual with a chance to configure himself in various ways so that work capabilities and incentives mold together.

It is necessary that the coordinator establish a friendly and relaxed learning climate, and be interested in each unique individual and concerned about his feelings, views, and welfare.

Specific coordinator responsibilities, corresponding with student needs, are as follows:

1. Recruit and interview students who are interested in the DCT program.
2. Select students who can succeed in the program.
3. Orientate the students to the methods, objectives, and requirements of the program.
4. Interest and motivate students toward leadership, followship, and social etiquette through CECF, the youth club organization.
5. Provide for individual personality development.

6. Emphasize appropriate dress, grooming, and health habits and present a good example as a coordinator.

7. Provide examples of acceptable written communications and provide opportunities for students to prepare and make oral presentations.

8. Utilize community resource persons in areas of specific interest or benefit to the students.

9. Promote the understanding of free enterprise and provide for exposure to local business and government agencies.

10. Assist the individual in money management, budgeting, checking, savings, investments, insurance, taxation, etc., and provide a basic understanding of the general business economic system.

11. Provide current materials and information relative to occupational opportunities and conditions, and assist the students in making personal assessments and plans for their future.

ON THE JOB

Training Plan...

DEVELOPING ON-THE-JOB TRAINING PLANS FOR DIVERSIFIED COOPERATIVE TRAINING

OBJECTIVE:

To explain the procedures for developing a step-by-step training plan for use by the Diversified Cooperative Training program.

CONTENTS:

I. TITLE PAGE

II. JOB DESCRIPTION

III. DETAILS OF AREA OF STUDY

IV. LISTING OF JOB DUTIES, HAZARDOUS DUTIES, & SAFETY RULES

V. ANALYSIS OF JOB

VI. SKILLS & ABILITIES TO BE DEVELOPED ON THE JOB

VII. PREPARATION OF PROGRESS CHART

VIII. COMPOSING ASSIGNMENT SHEETS

IX. TRAINING AGREEMENT

PREPARATION OF TITLE PAGE FOR ON-THE-JOB TRAINING PLAN

OBJECTIVE:

To understand how to properly and neatly prepare a title p for an on-the-job training plan.

ASSIGNMENT:

1. Study the sample title page provided.
2. Neatly print the required information on the form prov in the Worksheet section.

TO THE STUDENT:

1. Locate the title of your job in the Dictionary Of Occupational Titles.
2. Print the complete title of your job in the proper bla on the form provided in the Worksheet Section.
3. Print your name, teacher-coordinator's name, and compa name of your employer in the space provided.

DIVERSIFIED COOPERATIVE TRAINING
Flagler Palm Coast High School
Bunnell, FL 32010

ON THE JOB TRAINING PLAN

FOR

_____
Title Of Job

Developed By

_____
Student's Name

_____
Coordinator's Name

_____
Employer's Name

PREPARATION OF JOB DESCRIPTION FOR ON-THE-JOB TRAINING PLAN

OBJECTIVE:

To understand the procedure for composing a Job Description Page for an on-the-job training plan.

BASIC ASSIGNMENT:

1. Study the sample Job Description Page provided.
2. Compose a Job Description Page.
3. Print the required information on the Job Description Page provided.

TO THE STUDENT:

1. Complete the title of your job as found in the Dictionary of Occupational Titles.

2. Read the job description for your job as printed in the Dictionary of Occupational Titles. Summarize the information in order to completely describe your duties at your job training station.

3. State your career objective in your own words. This will include the developing of proper work habits and attitudes.

4. Read the performance requirements as set out in the form.

5. Choose at least three references from the DCT Library or from the school media center which you feel will be interesting and helpful and are specifically related to your job. Write the titles, authors, publishers, and other bibliographical information in the form as shown. Consult with your employer and coordinator for their recommendations on the references which you should choose.

JOB DESCRIPTION

A. Title Of Job: _____

B. Job Description: _____

_____

_____

_____

_____

_____

_____

C. Career Objective: _____

_____

_____

_____

_____

D. Performance Requirements: Training through this plan is intended to qualify the student for the entry level job skills. The student will be expected to utilize this training plan and will be required to perform his duties and responsibilities at a level of performance as set by the coordinator and the employer.

E. Specific References:

1. _____

_____

2. _____

_____

3. _____

_____

PREPARATION OF THE DETAILS OF AREA OF STUDY
FOR AN ON-THE-JOB TRAINING PLAN

OBJECTIVE:

To understand the procedure for developing an outline of the area to be studied through the training plan.

BASIC ASSIGNMENT:

1. Study the sample Details of Area of Study page provided.
2. Compose a similar outline for your classroom related studies.
3. Print your outline on the form provided.

TO THE STUDENT:

On this page you will be designing your course of study for your specific related material. A conscientious attempt to identify study material will result in an interesting, enjoyable, and meaningful experience.

1. Print the title of your job on the appropriate line.
2. Examine the Table of Contents in your specific references.
3. In the numbered blanks, write the titles of your specific references.
4. In the lettered blanks, write the titles of the chapters which you feel, and which your coordinator and supervisor feel, will be of the greatest value to you on your job.

DETAILS OF AREA OF STUDY

Job Title: _____

REFERENCES:

1. _____

Titles of Chapters:

A. _____
B. _____
C. _____
D. _____
E. _____
F. _____
G. _____
H. _____
I. _____
J. _____
K. _____
L. _____
M. _____
N. _____
O. _____

2. _____

Titles of Chapters:

A. _____
B. _____
C. _____
D. _____
E. _____
F. _____
G. _____
H. _____
I. _____
J. _____
K. _____
L. _____
M. _____
N. _____
O. _____

LISTING OF JOB DUTIES
IDENTIFICATION OF HAZARDOUS DUTIES
SAFETY RULES

OBJECTIVES:

To list all the duties performed on your job, to identify all the hazardous duties involved in your job, and to determine if you have received adequate safety instruction.

ASSIGNMENT:

1. Read "A Guide To Child Labor Laws" and "The Florida Child Labor Law In A Nutshell." Study the sections regarding hazardous occupations.

2. Examine the sample Job Duty sheet provided in the Worksheet section.

TO THE STUDENT:

Your employer must provide reasonably safe working conditions. If you are under 18 year of age, federal law prohibits your working in certain occupations considered dangerous. Every job has some minor hazards which must be identified and avoided, and your employer should provide whatever specific safety instruction is needed in order to reduce the possibility of injury to you while performing such duties.

1. On the form provided, list under "Job Duties" the duties you perform each day on your job.

2. Under the "Hazardous Duties" section identify all those duties which you listed above which could be dangerous to you and answer "yes" or "no" where the form asks if you have been given safety instruction in this area.

3. Describe in detail the safety precautions you have been instructed to follow for the hazardous duties you listed.

Name of Student: _____

Title of Job: _____

Name of Employer: _____

JOB DUTIES

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

HAZARDOUS DUTIES

Name Of Duty	Student: Were you given safety instruction for this duty?	Employer: Was the student given safety instruction for this duty?
_____		
_____		
_____		
_____		
_____		
_____		
_____		
_____		
_____		

Describe in detail the safety precautions you have been instructed to follow for the hazardous duties you have listed on the preceding page:

Job Duty	Safety Precautions

SAFETY RULES

Serious injury can happen to you, your fellow workers, or a customer if certain simple safety rules are not followed. Merchandise, supplies, and equipment must be guarded from damage. What safety rules are suggested for you to follow at your training station?

1. Proper procedure in lifting: _____

   _____

   _____

2. Proper procedure in opening cartons: _____

   _____

3. Care in using machines: _____

   _____

   _____

4. Other safety suggestions:

   a. Special wearing apparel: _____

   _____

   b. What do you do in case of (1) suspected shoplifter; (2) robbery or holdup? _____

   _____

5. Other safety regulations recommended by your training station sponsor: _____

   _____

   _____

   _____

   _____

ANALYSIS OF JOB

OBJECTIVE:

1. To make you a more valuable employee by calling your attention to some facts about your training agency which you might otherwise overlook.

2. To provide a checklist of regulations and to increase your powers of observation.

3. To help you to be prepared in case of an emergency.

4. To help you to examine the various tasks you perform and to become aware of the skills and operations involved so that you become more efficient.

ASSIGNMENT:

1. Carefully complete in ink the pages entitled "An Analysis of My Job."

2. To be sure that your answers are correct, well expressed, and neat, you should first write them on a scratch paper and be sure they are in the best possible form before you copy them into the worksheet pages.

3. If a question does not apply to your training agency or your job, don't leave it blank, but mark it "not applicable" to indicate you did not overlook the question.

AN ANALYSIS OF MY JOB

FACTS ABOUT YOUR EMPLOYER:

1. Exact name of business: _____
2. Exact address: _____
3. Kind of business: _____
4. Work hours:

Day	Check-in Time	Check-out Time	Schedule
Monday	_____	_____	_____
Tuesday	_____	_____	_____
Wednesday	_____	_____	_____
Thursday	_____	_____	_____
Friday	_____	_____	_____
Saturday	_____	_____	_____
Sunday	_____	_____	_____

5. Name of your immediate supervisor and his title: _____

   _____
6. Your department or section: _____
7. Check-in procedure (punch time clock, indicate time on sign-in in sheet, etc.): _____

RULES AND REGULATIONS OF YOUR EMPLOYER:

State your employer's rules and regulations covering the following:

1. Leaving and returning during working hours: _____

   _____
2. Rest periods: _____
3. Lunch periods or dinner periods: _____
4. Describe your company's dress regulations: _____

   _____
5. Procedure you follow if you are unavoidably absent or late: __

   _____
6. Employees' personal use of the telephone: _____

   _____

7. Use of chewing gum: _____

8. Smoking: _____

9. Calling fellow employees by their first names: _____

_____

10. Use of combs, cosmetics, etc., while on the job: _____

_____

11. Visiting with friends while on duty: _____

12. Eating while on duty: _____

12. List any pieces of equipment in use in your section or department and indicate which equipment you use and whether your skill is good, fair, or poor:

_____

_____

_____

_____

13. Much of the work in any modern business involves preparing forms, reports, records, etc. Make a list of the forms you deal with (invoices, packing slips, etc.)

_____

_____

_____

TELEPHONE:

1. How is the telephone answered in your company? _____

_____

2. How often do you use the telephone in your work? _____

3. Describe the kinds of calls you handle: _____

_____

_____

_____

SKILLS AND ABILITIES TO BE DEVELOPED ON THE JOB

OBJECTIVE:

To identify the skills and abilities which the student-learner is expected to learn or acquire on the job.

ASSIGNMENT:

1. Confer with your supervisor and request him to identify the skills he intends for you to develop during your training period.

2. Request your supervisor to very roughly estimate the number of days it should take you to develop the skills listed.

3. List the skills your supervisor mentioned on the form provided and indicate the number of days he estimated it would take to attain a minimum level of proficiency.

4. Obtain your supervisor's signature where indicated on the worksheet.

SKILLS AND ABILITIES TO BE DEVELOPED ON THE JOB

JOB DUTIES	PROFICIENCY TIME
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	

Signature of Supervisor _____

PREPARATION OF PROGRESS CHARTS FOR THE TRAINING PLAN

OBJECTIVE:

To instruct students how to prepare Progress Charts in order to have a schedule for evaluating their progress.

ASSIGNMENT:

1. Print you name at the top of the Progress Chart.

2. Indicate in the spaces provided the date you completed Assignments "A" through "H".

3. Leave the rest of the form blank. As you complete an assignment from your specific reference, write in the title and the date the assignment was completed. Your coordinator will then indicate the date the assignment was graded, your grade, and will make comments.

STUDENT'S NAME _____

PROGRESS CHART

Assignment Sheet Number		DATE COMPLETED	DATE GRADED	GRADE	COMMENTS
A	Title Page				
B	Job Description Page				
C	Details of Area of Study				
D	Hazardous Duties & Safety Rules				
E	Analysis of Job				
F	Skills & Abilities To Be Developed				
H	Correlation of Pages				
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

COMPOSING ASSIGNMENT SHEETS

OBJECTIVE:

To familiarize student-learners with the proper procedure for preparing their own assignment sheets.

INFORMATION:

Before you begin working on an assignment out of the specific references you have chosen, it will be necessary for you to prepare an Assignment Sheet.

The purpose of this Assignment Sheet is to structure and plan your study efficiently and also to let your teacher-coordinator know what you have chosen for your assignment each day.

Complete the name of your reference and the title of the chapter you are studying on the sheet where indicated. Compose a well-worded objective for your studying this material - what you hope to learn from the chapter material.

Under the heading "Assignment" indicate exactly what you intend to do for this assignment. State the number of pages you will be reading. You have a choice of:

1. Taking a test on the material, if a test is available.
2. Answering questions at the end of the chapter, if there are any.
3. Writing a summary of the chapter information.
4. Presenting an oral presentation to the class regarding the chapter information.
5. Completing a Project based on the chapter information.

Student's Name: _____ Assignment # _____

Title of Reference: _____

_____

Title of Chapter: _____

_____

Objective: _____

_____

Assignment: Read pages: _____

Student Work:

FLAGLER PALM COAST HIGH SCHOOL
TRAINING AGREEMENT

Firm_____ Phone_____

Adress_____

Agrees to employ_____ ___ _____
Student-learner age Address

as part of the Diversified Cooperative Training Program at Flagler Palm Coast High School for the school year _____.

TRAINING ACTIVITIES:

The above-named firm and/or employer agrees to furnish on-the-job training for _____, a student-learner as a

_____. The teacher-coordinator, in cooperation
Job or occupational area

with the employer shall develop a training plan outlining training activities to be pursued by the student-learner. The training period will commence on or about _____ and will continue through_____.

WAGES AND HOURS OF EMPLOYMENT:

The starting wage will be $_____ per hour. Wages, training, and program operation will be conducted in compliance with the Child Labor provisions of the Fair Labor Standards Act, and the Florida Child Labor Laws.

SUPERVISION:

The employer has in his possession a copy of the Certificate of Age (Work Permit) for this student. The employer agrees to assign a supervisor that will be responsible for the training of the student. As this program is operated in cooperation with Flagler Palm Coast High School, it will be necessary for the teacher-coordinator to periodically observe and evaluate student progress. In the event any party fails to fulfill the intent of this Agreement, this Agreement may be cancelled.

_____ _____
Teacher-coordinator Employer

_____ _____
Student-learner Parent/Guardian

C O N G R A T U L A T I O N S

ON BECOMING A

TRAINING SPONSOR

Presented to you by:

ELIZABETH G. LEWIS, Coordinator
Diversified Cooperative Training
Home: 255-5225

ROBERT N. JENNINGS, Coordinator
Cooperative Distributive Education
Home: 767-7819

Seabreeze Senior High School
2700 North Oleander Avenue
Daytona Beach, Florida 32018

Please call us for assistance
School: 677-7010

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CONGRATULATIONS. . .

. . .You have agreed to take a serious, but rewarding, responsibility in the training of a high school Cooperative Education student. You are to be commended for your community spirit. It is recognized that without you, your cooperation, and your business organization, this program of training would not be possible.

This handbook was designed especially to assist you, the training sponsor. Its intention is based on the belief that good training is the result of knowledge plus understanding and experience. Your choice as a training sponsor is indicative of your success in the business community. You have much to offer, and your business establishment will become a laboratory of working-learning experiences. Your success as a training sponsor will depend a great deal upon how closely you work with the teacher-coordinator. The coordinator's job is to assist you in the training of the student. Never hesitate to call when this assistance is needed.

Within these pages, you will find factual information which will aid your familiarization with the Cooperative Education Training Programs at Seabreeze Senior High School (Diversified Cooperative Training and Cooperative Distributive Education) -- their philosophy, objectives, organization, curriculum, and field of service. Now that you are a partner in education, you will want to avail yourself of suggestions for teaching, supervision, and training. Since this is a cooperative venture, the suggestions work both ways--make them to the coordinator whenever you believe there is room for improvement. They will be sincerely appreciated.

Again, congratulations on becoming a training sponsor. You have made a sound investment in youth, free enterprise, and America's future!

A DEFINITION OF TERMS
(As Used in Cooperative Education)

Basic instruction is sometimes called "group discussion." It is the part of the curriculum which deals with the study of general business activities.

Cooperative part-time indicates that local business organizations, the school, the home, and the student all work together to accomplish the objective of training the student in a worthy occupation. "Part-time" refers to the training hours; the student spends half of his day in school and a half day on the job in a bona fide training station.

Coordinator is the school's representative who not only is a classroom instructor but also works with local business persons to place students in a training situation and to coordinate the classroom study to the student's individual training needs.

Distributive Education is a program of instruction in the field of distribution and marketing designed to prepare individuals to enter, progress, or improve competencies required in an occupation.

Diversified Occupations Program is a cooperative training program conducted by industry or business and the school, in which learners in two or more general occupational areas work and study under the direction of one teacher-coordinator.

Specific instruction is sometimes called "individualized instruction." It is that part of the curriculum which provides the student with closely supervised instruction which is related directly to his job and chosen occupation.

Trainee is the student who is enrolled in the Cooperative Education program and is employed in a bona fide business establishment which has been approved for training.

Training plan is a preplanned schedule of work experiences which is set up as a guide for the training sponsor and the school. The plan is devised with the individual student and his training objective as the primary consideration. Even though it carries the signatures of the student, the parent, the school, and the business establishment, it should not be interpreted as a work contract.

Training sponsor is the person designated as the student's supervisor on the job. He confers regularly with the coordinator to help carry out the training objective.

Training station is the designated name used to refer to the business establishment where the student is placed. This place of business must be non-tax supported, free enterprise, and engaged in the pursuit of honest business activities. The student must be an employee of the business and must be earning wages, accepting responsibility, and performing job duties which provides suitable training.

Vocational is a term applied to that education which teaches by doing. Cooperative Education is vocational in nature, because it teaches the student to make practical application of the knowledge which is learned in the classroom, helping him relate it directly to his job duties.

WHAT IS COOPERATIVE EDUCATION TRAINING?

. . . They are high school training programs--for Junior and Senior students, at least 16 years of age.

. . . These programs offer on-the-job training.

. . . They operate under the supervision of the local school administration.

. . . They require the cooperation of the local business community.

WHY ARE THESE COOPERATIVE EDUCATION TRAINING PROGRAMS NECESSARY?

. . . Only one out of four high school graduates is college bound.

. . . Business needs workers with some experience.

. . . Business needs high school graduates for many jobs.

. . . Cooperative Education Training produces high school graduates with working experience.

. . . New methods of business operation and advanced techniques require more specialized training for employees.

. . . Increasing competition demands greater productivity from employees, lower personal turnover, and maximum efficiency.

. . . Trained employees can reduce expenses.

. . . Business is the essence of our free enterprise society. Through the training of our young people, we (the business, community, and school) can prepare them for the future world of work.

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WHAT ARE THE ADVANTAGES OF COOPERATIVE EDUCATION TRAINING TO THE COMMUNITY?

They provide a source of well-trained and qualified future employees.

They train young persons in your organization to meet your job specifications.

They enable student-trainees to demonstrate their enthusiasm, energy, and fresh ideas.

They establish good community relations, allowing the businessman the opportunity to cooperate with the schools in public education.

They assist in retaining young workers in the community upon completion of high school, because they are trained to become full-time workers.

They establish a link between business, home, and school allowing the businessman an influential voice in school affairs.

They aid in reducing labor turnover and training costs.

They allow the business to provide a work-experience laboratory for training in business and professional services.

They aid in making regular employees conscious of their own training needs.

They establish an atmosphere of responsibility among employees who are assigned as training supervisors.

They create dependability and good work habits among young persons.

They promote training with occupational objectives in mind.

HOW DOES THE COOPERATIVE EDUCATION TRAINING PROGRAMS OPERATE?

In the Classroom

The student is enrolled in academic subjects along with a regular class in Cooperative Education Training.

Instruction is both basic (generally applicable to the entire field of business) and specific (related directly to student's field of training.)

The coordinator correlates student's specific instruction to job requirements and individual needs.

The student spends half of his day in classroom instruction and half a day in a bona fide training experience.

On the Job

Students are screened by the coordinator for aptitudes and interests, but the training sponsor makes the final selection.

Students become members of the business organization's staff of employees on a part-time basis, receiving regular wages.

Students learn by doing, putting into practice the knowledge which they have gained through classroom study.

Students work a minimum of 15 hours weekly, on-the-job, and attend 10 hours of weekly classroom instruction in Cooperative Education Training.

Students are supervised by trained, experienced employees, according to a preplanned schedule of work experiences.

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WHAT IS THE COORDINATOR'S RESPONSIBILITY TO YOU?

To provide qualified part-time student-trainees who will mature with job experience and become proficient employees of the organization.

To assist in establishing a suitable training program and schedule for the individual student-trainee.

To develop individual study guides for classroom work which will provide the student-trainee with specific information which relates directly to his job and the area of training.

To work closely with you, the training sponsor, to insure a sound training program for the individual student-trainee.

To evaluate the student-trainee's progress regularly to insure satisfactory job performance.

To maintain a close working relationship with the management and training supervisors.

To assist you, the training sponsor, in every way to fulfill each student-trainee's occupational objective and training needs.

WHAT ARE YOUR RESPONSIBILITIES TO THE COORDINATOR, THE STUDENTS, AND THE SCHOOL?

To provide suitable employment for part-time student-trainees, offering an opportunity for job experiences and learning.

To plan a work schedule that will lead to job progression and rotation of duties as the student-trainee develops ability and skill.

To appoint a qualified, experienced employee to supervise the student-trainee on-the-job, following the training plan wherever possible.

To work closely with the coordinator in carrying out the student's training objective.

To encourage the student-trainees to develop good work habits and attitudes.

To provide the coordinator with training materials which your organization may have on hand.

To volunteer to speak to student groups, club organizations, and in classrooms about your business, its opportunities, and its career possibilities.

To make suggestions which you think could or would improve the program and strengthen the training.

To encourage other businessmen, such as yourself, to engage in training activities.

To pay a fair and equitable wage in relation to the student-trainee's skill, ability, and experience.

To make the student's work hours sufficient for training, but to allow reasonable time for study and relaxation.

SUGGESTIONS FOR TRAINING A STUDENT IN YOUR ORGANIZATION

1. Orientation to the business, employees, and operation is vital
2. Assign the student to a training supervisor, give him a definite schedule, and instruct him in job responsibilities.
3. Acquaint him with payroll procedure, personal policies, and rules and regulations.
4. Put him on your team and remind him that he must be productive and dependable and show ability to progress.
5. Remind him that he is in a training situation and that you will expect him to perform to the best of his ability.
6. Inform him that you and the coordinator will evaluate his work regularly and that you will grade his job performance and progress.
7. Inform the student of his acceptance as an employee and let him know where he stands with you; never keep him guessing.
8. Reward the student with a pat on the back for a job well done as readily as you would criticize him for errors and lack of judgment.
9. Teach him the importance of profits to your business and to himself; expect high standards of work and productive performance.
10. Guide him in developing paper work habits and attitudes, and help him increase his skill and knowledge.
11. Correct faulty judgments and improper techniques before they become habitual.
12. Confer with the coordinator regularly regarding the student's training; keep private matters confidential.

SUGGESTIONS FOR TEACHING STUDENT-TRAINEES

Step 1 Prepare the learner. Put him at ease, thoroughly explaining the why before showing the how. Make certain you have his complete attention and that the trainee understands before proceeding to next step.

Step 2 Present the material or procedure to be learned. Present one point at a time, ask the trainee to repeat the process or to give back information, explaining "why" as he does so. Question the trainee frequently, correcting errors or incorrect procedures. Long or detailed processes should be broken into smaller units for easier explanation. Never assume that the trainee knows, remember that procedures familiar to you will be foreign to him.

Step 3 Demonstrate when possible. Always show the trainee, allowing him to repeat the process. Illustrate a task to be done, use an example, always show more than you tell, and correct errors immediately.

Step 4 Apply the learning. After your detailed explanation, have the student demonstrate the procedure, showing how he would perform under actual job situations, and present problems to check his reasoning.

Step 5 Check the learner. Observe the trainee under actual working conditions. Correct faulty procedures and techniques, and test trainee's knowledge and understanding. Make certain he knows where to get assistance. Check his judgment. When the trainee is ready for the job, let him assume his responsibility; this is the best possible proof that you instructed well.

SUGGESTIONS FOR SUPERVISING THE TRAINEE'S WORK

The trainee you have employed is a human dynamo, bubbling with energetic enthusiasm and full of young ideas--but lacking in self-confidence. He is shy, eager to please and wanting acceptance by the employees and management.

Your job of supervision is largely a matter of allowing the trainee to find himself. You will be required to exhibit patience, understanding, tact, tolerance--all mixed with a sense of humor.

1. Assign work with reasonable bounds of physical strength.

2. Recognize that young people lack adult muscular coordination and sound judgment.

3. Remember that youngsters have outbursts of emotions and exhibit poor behavior at times, rebelling at authority. Ignore them (if possible) and the situation will correct itself.

4. Give criticism fairly, without emotion, and let trainees discover their own mistakes.

5. Use the "We" rather that "I" approach.

6. Put trainees on your team, treat them as adults, and reward good needs with added responsibility.

7. Give instruction clearly, telling <u>why</u> as well as <u>how</u>.

8. Expect the best from trainees; never accept poor quality; teach them pride in a job well done.

9. Set a good example for trainees to imitate.

10. Point trainees toward a goal and help them achieve it.

Seminar in Vocational Education:

The Needs of Students in Distributive Education

Prepared for:

Professor Hudson
EMB 519, Seminar in Vocational Education

Rhea Lightner, Chairman
Norman McCuen
Murray Oppenheim
Bob Speilman

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Distributive Education is a program of vocational instruction in the field of marketing and distribution. It is designed to prepare individuals to enter, to progress, or to improve competencies in distributive occupations. Emphasis is placed on the development of attitudes, skills, and understandings related to marketing, merchandising, and management.

Distributive Education is a cooperative effort whose participants are educators, students, and businessmen in the field of distribution. Improved skills and understanding enhance the value of the Distributive Education trained employee and subsequently enlarge his scope of endeavor in the field of distribution. This increased efficiency and enlightenment through education results in mutual benefit to employee and employer as well as reflecting professional dignity and status to the profession of marketing.

Distributive occupations are those followed by proprietors, managers, or employees engaged primarily in marketing or merchandising goods or services. These occupations are found in such businesses as retail and wholesale trade; finance, insurance and real estate; marketing services; manufacturing; transportation, storage, utilities, and communications.

DISTRIBUTIVE EDUCATION, FIRST YEAR

Orientation

The distributive education student has a need:

...to understand the purposes of the Distributive Education program including the secondary, post-secondary, university, and adult levels of instruction.

...to relate his present and future career goals to the Distributive Education program.

...to indicate through explanation his attitude, interest, and awareness of course content in the Distributive Education program.

...to identify qualifications, responsibilities, and opportunities afforded by DECA, and the educational and monetary benefits derived from being a Distributive Education student.

...to recognize the basis for the evaluation of his performance, both in class and on the job.

...to identify five sources of information relative to employment opportunities in marketing.

...to secure permission from a person to use his name as a character reference by either telephone, personal contact, or letter.

...to develop a personal data sheet.

...to secure an appointment for a job interview by either telephone or letter.

...to complete a standardized job application form according to directions.

...to identify and evaluate strong, and weak points from an observation of an actual job interview.

...to use appropriate interviewing techniques in applying for a job for which he is qualified.

...to follow up an employment interview by writing a personal letter of appreciation to the businessman for the interview.

...to write a self appraisal of his personality including both strong and weak points.

...to identify general personality traits and adjust to them in accordance with the principles of positive human relations.

...to offer positive approaches to involvement in community activities that personally relate and identify him with the community in which he lives.

...to write a personal evaluation report which reflects and demonstrates his initative, responsiblity and resourcefulness in his home, his job, school, DECA, and the community.

...to analyze his own health habits as they relate to good physical health and to identify suggestions for improvements in his daily living.

...to accept and apply company policies and operational procedures in his working relationships and job situation.

...to demonstrate and identify personality traits and qualities in which he has shown growth in maturity during the course of the year.

DISTRIBUTIVE EDUCATION, FIRST YEAR

Merchandising: Selling

The distributive education student has a need:

...to contrast the difference between retail and wholesale selling in our American economy.

...to describe the employment qualifications basic to success in the sales profession.

...to conduct a sales presentation in accordance with the standards set forth in the DECA handbook.

...to identify buying motives which influence the selection of a product.

...to react to at least five customer types in given situations.

...to analyze personal strengths and weaknesses as they relate to employment qualifications which are basic to success in the sales profession.

Merchandising: Advertising

...to understand the contributions which advertising has made to our way of life and indicate the importance of advertising to the business world.

...to determine the advantages and disadvantages of the various advertising media on the basis of costs versus market reached.

...to evaluate the effectiveness of selected newspaper and magazine advertisements.

...to demonstrate his knowledge of an effective layout by developing four layouts for newspaper advertisements.

...to develop the copy and the layout for a television commercial.

Merchandising: Display

...to identify the various types of window displays.

...to select the type of interior display most appropriate for given types of merchandise.

...to distinguish between formal and informal balance.

...to recognize monochromatic, analogous, complementary, and multi-color schemes.

...to evaluate the effectiveness of a display in accordance with the standards set forth in the DECA handbook.

Merchandising: Merchandise Planning and Stock Control

...to identify five types of buying practices.

...to determine "open-to-buy" from given information.

...to complete an invoice and related forms from a given purchase order.

...to describe three types of delivery procedures.

...to complete a receiving report and related forms from a given incoming shipment of merchandise.

...to arrange the steps taken in the receiving process in the appropriate sequential order.

...to determine where merchandise should be received, checked, marked, and stored on the basis of a given basic floor plan of a retail store.

...to identify stock classifications according to given locations.

...to select the appropriate type of price ticket from given descriptions of merchandise.

...to mark a price ticket appropriately from given information.

Merchandising: Consumer Credit

...to explain the advantages and disadvantages to a business in offering consumer credit.

...to recognize and discriminate between the different types of retail credit plans.

...to identify the major sources of consumer credit.

...to describe the types of collateral normally required by each of the major types of consumer credit institutions.

...to determine the credit risk of an applicant by evaluating his capacity to pay.

...to identify the sources of information which a business may use to investigate a credit applicant and to describe the types of information which each source may be expected to furnish.

...to determine the credit limits which should be set for a credit applicant.

DISTRIBUTIVE EDUCATION, FIRST YEAR

Marketing in Our Economy: Economics

...to identify and relate the impact of our economic system upon his everyday life.

...to describe the major economic processes and explain how these processes serve to satisfy human wants and demands.

...to identify his role as an employee in the economic process of production and recognize his relationship to the other factors of production.

...to differentiate between direct and indirect exchange.

...to differentiate between the types of income distributed to the factors of production.

...to recognize and describe the role of consumption in our economic system.

...to contrast the standards of living under capitalism, socialism, and communism.

...to identify the effects of local, state, and federal regulations on and participation in our economic life.

Marketing in Our Economy: Marketing

...to recognize the application of economic principles, processes, and concepts through marketing activities.

...to discern the importance of marketing activities in his local community, his state, and in the total economy.

...to identify the eight functions of marketing as they are implemented through business practices in his local community.

...to select the appropriate mode of transportation for given types of merchandise.

...to distinguish between private and public warehousing and identify the unique services of each.

...to determine the appropriate method of storage for given types of merchandise.

...to recognize management practices which serve to minimize business risks.

...to identify the distinguishing characteristics of the various types of retail organizations.

...to discern the distinguishing characteristics of the various types of wholesalers.

...to identify business institutions in his local community which facilitate the marketing process.

...to select the appropriate channel of distribution for given types of merchandise.

DISTRIBUTIVE EDUCATION, FIRST YEAR

Organization, Location, and Finance: Organization

The distributive education student has a need:

...to define and distinguish between the major types of business ownership.

...to understand the advantages and disadvantages of each type of business ownership.

...to prepare a written partnership agreement and the basis for a formal corporate charter.

...to define the need for and the principles of an effective internal organization.

...to differentiate between the three types of organizational plans.

Organization, Location, and Finance: Location

...to develop a check list for conducting a survey to ascertain the profitability of a given location for a given type of business.

...to identify at least seven major types of shopping districts.

Organization, Location, and Finance: Business Finance

...to identify and describe the types of capital needs in a given business.

...to enumerate the factors necessary for determining the capital needs in starting a given type of business.

...to identify at least seven sources of business capital in his local community.

DISTRIBUTIVE EDUCATION, FIRST YEAR

Marketing Management

The distributive education student has a need:

...to define and describe the major responsibilities inherent in marketing management.

...to enumerate the factors necessary for consideration in planning and/or selecting a rpoduct for manufacture or distribution in a given business.

...to recognize the state in the life cycle of a product in which a given product is found.

...to calculate the price of a product using the total cost plus markup approach and the average cost plus percentage markup approach.

...to identify and explain at least eight pricing policies.

...to relate the major objectives of promotion management.

...to determine the basic promotional policy for a given type of business.

...to outline the major elements which should be included in a personal program for sales personnel.

...to determine the degree of market exposure necessary to maximize profits for a given product.

...to recognize the differences between vertical and horizontal integration.

DISTRIBUTIVE EDUCATION, SECOND YEAR

Personal Success: Setting Yourself Up For Success

The distributive education student has a need:

...to identify the role of human relations for supervision in marketing and distribution.

...to recognize opportunities in which he is able to practice human relations as a beginning supervisor.

...to evaluate the human relations performance of other workers in marketing and distribution in respect to possible advancement into supervisory responsibilities.

...to exhibit in himself the qualities that an employer has a right to expect.

...to analyze his own personality and to make a plan to develop himself to be a more promotable distributive employee.

...to identify functions that are chiefly supervisory in nature from a list of management functions.

...to decide how much authority should be delegated to correspond with a specific example of a need to delegate responsibility.

...to be involved in decision-making according to a typical supervisory situation in a marketing and distribution business.

DISTRIBUTIVE EDUCATION, SECOND YEAR

Merchandising II: Buying

The distributive education student has a need:

...to recognize the importance of the buying function in any retail business.

...to analyze the merchandise division of a retail business and explain the duties of each employee within that division.

...to relate the duties of the merchandise division with the other divisions with a retail business.

...to evaluate the qualifications necessary for becoming a buyer.

...to evaluate the various methods a buyer uses to develop a buying plan.

...to create a stock plan utilizing stock classifications of price, size, and color.

...to determine"open-to-buy" by unit or dollar control.

...to understand that the basic principles of data processing are basic regardless of the method of processing employed.

...to identify the different types of data processing used in merchandise control.

...to evaluate the type of data processing method most appropriate for different size distributive business operations.

...to understand stock turnover, and demonstrate how computerized sales information increases the rate of stock turn.

...to explain the several kinds of discounts and datings available to the retailer.

...to use a buyer's procedures in writing orders for merchandise.

Merchandising II: Sales Promotion

...to decide what items a business should promote at various times of the year.

...to determine what advertising media a small business and a large department store should employ to promote a given item of merchandise or service.

...to develop a flexible promotional budget based on sales goals and past performance records.

...to compare the marketing and communications perspectives
advertising.

...to recognize classifications and scopes of advertising i
relationship to a company's advertising effort.

...to create an effective plan of window and interior displ
that repeat the sales message of a store's advertising.

...to be able to evaluate a store's "Customer Image" by an
of that store's window and interior displays.

...to compare various interior and window displays for thei
selling power for various types of merchandise.

...to be able to construct a window and interior display fr
his own plan.

...to prepare a joa analysis of a fashion coordinator's pos
showing her relationship to the merchandise and sales pr
division.

...to evaluate the qualifications necessary to become a dis
manager, an advertising manager, a fashion coordinator,
a sales promotion manager.

...to develop the ability to plan a sales promotion showing
interrelationships of the sales promotion and merchandis
divisions including the advertising, display, recieving
marking departments plus the fashion coordinator.

... to assess the success or failure of a specific sales pr
plan based on the communications among various departmen
cooperating with the sales promotion division.

Merchandising II: The Art of Selling

...to understand the role the "salesman" has played in the
of the American economy.

...to formulate a plan of action that will improve his abil
to succeed as a salesperson.

...to evaluate the pre-approach plans of an automobile sale
and insurance or real estate salesman.

...to assess various types of approaches as to their effect
in gaining entry for an outside salesman.

...to prepare a sales presentation that will successfully i
the five buying decisions that a customer must make.

...to be able to incorporate into his sales presentation an
effective demonstration of the use of a product or servi

...to be able to successfully handle various types of customer objections.

...to understand the seven techniques often used to "close" a sale.

...to effectively use suggestion selling.

...to plan a sales presentation which is both believable and complete enough to close a sale.

...to create a plan that will increase his customer clientele for a product or service incorporating the necessary records that should be kept.

Merchandising II: Consumer Credit

...to analyze the advantages and disadvantages of a businessman extending credit to his customers.

...to design an organizational chart for a credit department for a small company, a medium size company, and a large company, showing the personnel needed in each and their respective duties.

...to understand the role of the credit bureau in the business society today including new government regulations concerning customer information.

...to establish a billing system for a business of his choice determining the methods to be used for billing and controlling of aging accounts.

..to be able to evaluate a series of delinquent accounts and to determine the type of collection techniques that should be used to collect each account.

...to determine the amount and type of account information a credit manager will find economically feasible to have a computer process for him.

...to devise a credit program for a business that will encompass a system of credit investigation, authorization, and collection systems including Electronic Data Processing.

DISTRIBUTIVE EDUCATION, SECOND YEAR

Organization, Layout, and Finance: Organization

The distributive education student has a need:

...to understand the principles and characteristics of an effective structured business organization.

...to distinguish the characteristics and responsibilities of different organizational structures.

...to develop solutions to the problems of the human element and personnel policies in staffing an organization.

... to comprehend the trends in a structured organization.

...to apply the principles of leadership through motivational incentives and supervisory techniques.

Organization, Layout, and Finance: Store Layout and Design

...to create an effective, modern exterior store design.

...to assess the most efficient and effective use of interior space, color, equipment, and fixtures.

Organization, Layout, and Finance: Finance

...to recognize the importance of a sound accounting system in business.

...to interpret business reports and records.

...to be able to develop an appropriate procedure for maintaining adequate liquidity within a given business.

...to be able to formulate a sound insurance program for a distributive business concern.

DISTRIBUTIVE EDUCATION, SECOND YEAR

Marketing in Our Economy II

The distributive education student has a need:

...to know the importance of economic growth.

...to be able to differentiate between the components which comprise the Gross National Product as it is used to measure economic growth.

...to distinguish between monetary and fiscal policy.

...to recognize the various phases of a typical business cycle, the major reasons for its causes, and the fiscal and monetary actions which should be taken to stabilize fluctuations.

...to recognize the contribution of marketing to our economy and to the social process.

...to synthesize the elements which comprise the marketing concept.

...to understand the differences in implementation of the marketing concept in agricultural and industrial marketing.

...to be able to appraise the importance of agricultural and industrial marketing in the American economy.

...to be able to differentiate between bilateral and multilateral trade.

...to be able to appraise the need for and importance of international trade, the governmental regulations which affect foreign trade, and the international agencies which promote trade between nations.

...to analyze the importance of international marketing in the world economy and the contribution whcih can be made by it in promoting world peace.

DISTRIBUTIVE EDUCATION, SECOND YEAR

Marketing ManagementII:

The distributive education student has a need:

...to be knowledgeable of the term "the consumer market" and able to analyze those factors affecting the consumer market.

...to distinguish between metropolitan, regional, wholesale, and national marketing areas.

...to recognize the characteristics of an industrial consumer as opposed to an ultimate consumer.

...to evaluate future consumer buying trends based on present age distribution.

...to assess consumer expenditure patterns with a variety of income changes.

...to differentiate between inherent and learned consumer buying motives.

...to compare the influencing combinations of choices of the family on buying.

...to identify and categorize the major levels of social class as they relate to one's socio-economic status.

...to evaluate present factors affecting present and future consumer buying behavior.

...to appraise psychological factors affecting behavior changes and trends as they relate to consumer purchases.

...to differentiate between cash credit, charge accounts, and installment credit.

...to visualize the relationship of product, promotion, and price.

...to compare a tangible good with an intangible good.

...to understand product planning and its importance especially in relation to profit.

...to be able to determine responsibility for product planning.

...to be able to compare the incentives for product management.

...to be able to judge product policies.

...to know the importance of "brand" in merchandising.

...to distinguish between the four types of brands.

...to be knowledgeable of "packaging" and its importance in the total product promotion effort.

...to be able to identify four characteristics of good package.

This material has been taken largely from manuals published by State of Florida, Department of Education. In addition to films and film strips.

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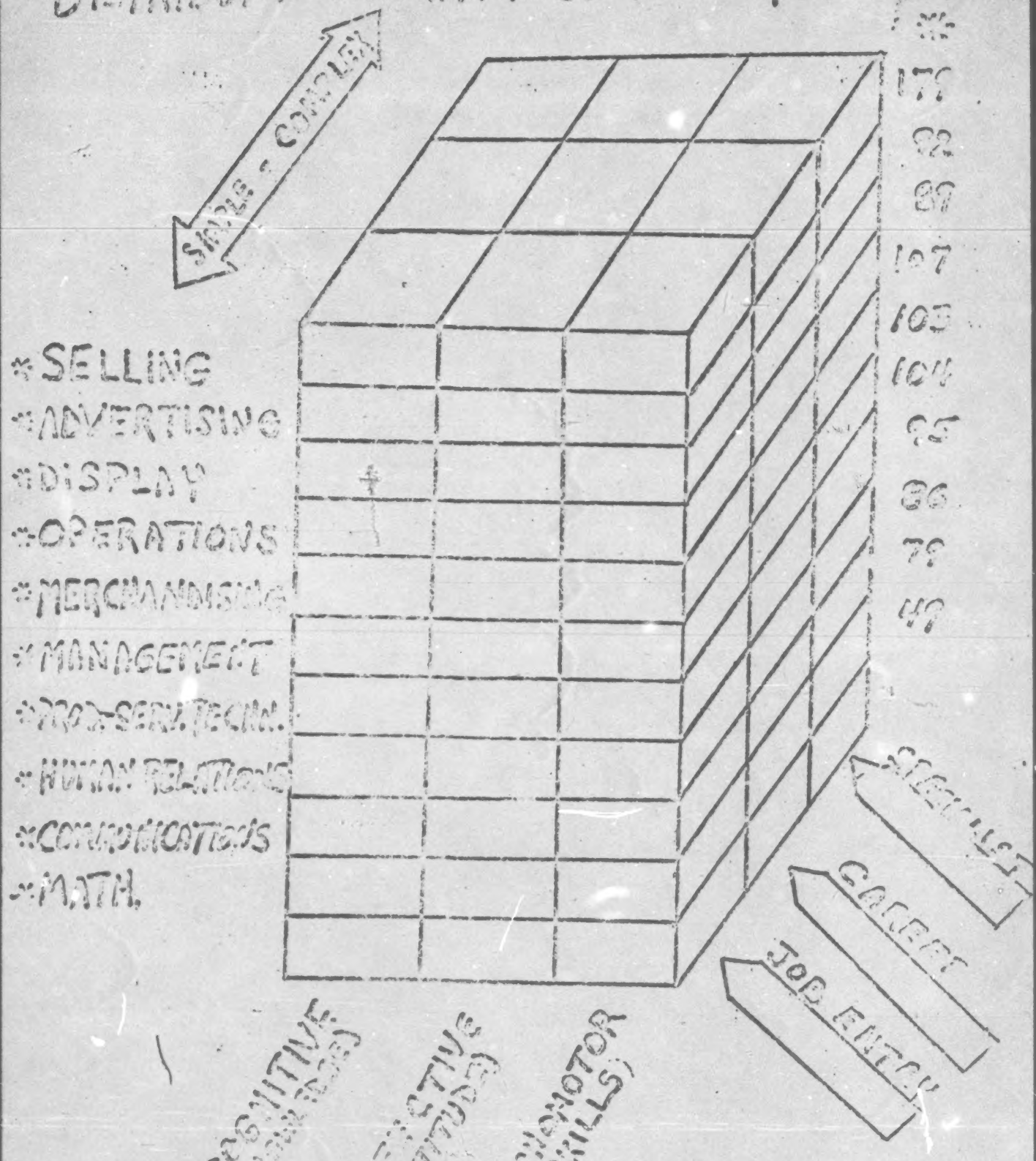
DISTRIBUTIVE EDUCATION COMPETENCY MATRIX



HOME ECONOMICS-Gainful

Submitted to

Partially fulfill

requirements of

EMB-519

Seminar

Mr. William Hudson, Professor

May 12, 1975

Geralene N. Gardner

Cora Knighton

Outline

I. Aims of Education

II. Overview of Vocational Home Economics

III. Clothing Production

IV. Food Management

V. Filmstrip: Jobs for You, It's Happening in Home Economics

VI. Earnings in Home Economics Occupations

VII. Employment outlook

VIII. Extent to which our program meets the students needs

The following items might be quoted to students for their consideration. Possibly, many students do not understand what we are really trying to do for them.

Aims of Education

1. To acquire salable skills and the understanding and attitudes of successful workers.
2. To develop good health, physical fitness, and mental health.
3. To understand and fulfill obligations in the community, state, nation, and world.
4. To learn about conditions conductive to successful family life.
5. To purchase and use goods and service wisely.
6. To use leisure well.
7. To develope respect for others, to live and work cooperatively with others, and to grow in the moral and spiritual values of life.
8. To think rationally, to express thoughts clearly, and to read and listen with understanding.

If we analyze the above items, we see that what they add up to is "Good Citizenship." What better approbation can be bestowed on anyone?

OVERVIEW FOR VOCATIONAL HOME ECONOMICS,
PRODUCTION & SERVICES

The philosophy of Occupational Home Economics Supervised programs in Florida is to educate interested students who can benefit from training in methods of industrial production and services.

The instructional objectives of this program are to meet the needs of the student so that he will be able to:

- Develop acceptable attitudes toward the world of work.
- Acquire knowledge and practice of employability skills.
- Set up a work schedule for job accomplishment.
- Acquire knowledge of policies and procedures to maintain complete inventory of storeroom.
- Have practice in the procedures for receiving, requisitioning, issuing, costing and controlling of supplies.
- Relate procedures for the above to maintain an accurate bookkeeping system for cost accounting.
- Recognize career opportunities.
- Record progress reports for follow-up record.

Food Management

- Plan menus for different types of food service.
- Set up service of food for different types of food operationa.
- Be knowledgeable of and practice the legal aspects of food handling.
- Be able to purchase food service supplies and related items as they relate to menu, format, vendors and various types of clientele.

- Manage time and energy needed for a variety of food production techniques in a day's work.

- Learn the use and care of equipment to prolong the life of the equipment and to use the equipment to better advantage.

- Learn to look for recent trends in the food industry.

- Acquire knowledge and develop attitudes and skills which are necessary for entry level employment and advancement in jobs related to food and nutrition.

Clothing Management

- Acquire knowledge and develop attitudes and skills related to construction of clothing.

- Acquire knowledge and develop positive attitudes and competencies in selecting, using and caring for equipment, books, and supplies needed for construction and care of clothing.

- Acquire knowledge and develop attitudes and skills related to planing, selecting, using and caring for textiles and clothing.

- Acquire knowledge and develop attitudes and skills in making consumer decisions related to textiles and clothing.

- Acquire knowledge and develop attitudes and skills in selecting textiles according to anticipated use.

- Acquire knowledge related to aesthetics of textiles and dress.

- Will relate the social and psychological implications of clothing to personal, family, and vocational clothing concerns.

- Acquire knowledge and develop attitudes and skills necessary for entry level employment and advancement in jobs related to textiles and clothing.

OUTLINE FOR VISUAL DESIGN

1. Importance of design
2. Kinds of design
   a. Structural
   b. Decorative
3. Elements of design
   a. Line
   b. Shape or Form
   c. Space
   d. Texture
   e. Color
4. Principles of design
   a. Balance
   b. Rhythum
   c. Emphasis
   d. Proportion
   e. Harmony

OUTLINE FOR TEXTILES

I. Classification of Fibers and Fiber Characteristics
   A. Natural fibers
      1. cotton
      2. linen
      3. woll
      4. silk
   B. Man-made fibers
      1. Non-Thermoplastics
         a. rayon
         b. glass
         c. metallics
         d. azlons
      2. Thermoplastics
         a. acetates
         b. triacetates
         c. nylon
         d. acrylics
         e. modacrylics
         f. polyester
      3. Rubber
      4. Spandex
      5. Fiber Blends

II. Fabric Construction
   A. Weaving
   B. Knitting
   C. Bonding

III. Types of Weaves
   A. Plain
   B. Twill
   C. Satin
   D. Basket
   E. Novelty

IV. Fabric Finishes
   A. Shrinkage
   B. Mercerization
   C. Fabric Sizing
   D. Wrinkle resistant
   E. Stain and spot resistant
   F. Flame resistant

V. Consumer Motivation
   A. Legislative regulations
   B. Government standards
   C. Wool Products Labeling Act
   D. Textile Fiber Products Indentification Act of 1968

OUTLINE FOR CUSTOM SEWING

I. Pleasing the Customer

A. Coordination of pattern and figure type
B. Understanding of required amount of fabric
C. Dealing with the customer
D. Findings

II. Pattern Alternations and Fabric Selection

A. Figure types
B. Measurements
   1. Ladie's
   2. Men's
C. Pattern Alternations
   1. Common alternations
   2. Fitting the problem figure
D. Cutting and Marking
E. Special care fabrics
   1. Napped and pile fabrics
   2. Plaids and stripes
   3. Knit fabrics
F. Metric System

III. Selection and Use of Sewing Equipment

A. Notions
B. Small Equipment
   1. Measuring tools
   2. Marking tools
   3. Pressing equipment
   4. Sample color and fabric swatches
C. Machine Care and Use

IV. Construction techniques

A. Speed techniques
B. Garment evaluation
C. Finishing techniques
D. Quality work

OUTLINE FOR INDUSTRIAL SEWING

I. Jobs in Industrial Sewing

   A. Employment opportunities for indusrtial machine operators
   B. Apparel industry employment
   C. Other employment possibilities
      1. Specialty Sewing
      2. Drapery
      3. Flag
      4. Auto-upholstery

II. Employment in Garment Factory

   A. Qualifications
   B. Safe use and care of industrial machines
   C. Production work

III. Garment Production

   A. Efficiency in production
   B. Efficient working

IV. Job Success

OUTLINE FOR ALTERNATIONS

A. Orientation

1. Acquaintance with school and class facilities
2. Course objectives
3. Shop procedure and breakdown of work schedule

B. Orientation

1. Skill as a commodity in the market place
2. Desirable traits and habits which should be cultivated to be employable
3. Self-evaluation
4. Work-evaluation

C. Equipment and Tools

1. List of necessary tools and equipment
2. Proper use, care and maintenance of home and shop equipment
3. Safety precautions

D. Fabrics: knowledge of and precautions to use when working with:

1. Natural fibers
2. Synthetics-sheer and opaque
3. Beaded, sequinned, quilted, embroidered, etc.
4. Velvets, matalasse, suede-cloth, leather, laminated, bonded, fur-cloth and real fur
5. Knits-machine or hand knit
6. Lace-imported and domestic

E. Altering and Fitting Ready-made Garments

1. Dresses-daytime and evening
2. Suits-tailored and dressmaker style
3. Coats-tailored and dressmakers style
4. Slacks, pants, shorts

F. Proper "finishing" of Work on Garments

1. Snaps, hooks and eyes, buttons, labels, etc.
2. Correct hemming stiches for various fabrics and styles
3. Proper shaping and insertion of shoulder and bust pads
4. How and where to make belt loops, lingerie keepers, hanger bars, string tacks, etc.

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G. Care, Mending and Cleaning of Garments

1. Proper storage and handling of garments in work
2. Mending and reweaving
3. Spot cleaning

H. Pressing

1. Equipment
2. Precautions
3. When and where to press
4. Use of pressing to eliminate basting, pinning and marking
5. Correct pressing
6. Finish pressing

I. Resizing and Remodeling

1. Analysis of garment and feasibility of resizing or remodeling same
2. How to proceed with alternations
3. Introduction of other materials; trims, accessories to achieve satisfactory results
4. Cultivation of style sense in making style changes with confidence

J. Accessories: How to make and when to use

1. Bows-all styles; coachman, string, Dior, Chanel, cocarde, etc.
2. Scarves-smoke ring, ascot, panel, stole, fichu
3. Buttons-jeweled, self-covered, turk's head, corded
4. Belts-string, ribbon, self-covered, corded

K. Fitting the Physically Handicapped or Abnormal Figure

1. Learn to make quick evaluation of fitting problem
2. Use of longer zippers, front openings, extra panels or pleats where needed
3. Camouflage with padding, horsehair, scarves, etc.
4. Importance of proper attitude and handling of particular fitting problem-psychologically and emotionally

GUIDELINES TO SELF-EMPLOYMENT
IN
CLOTHING MANAGEMENT, PRODUCTION AND SERVICES

There are many opportunities for self-employment in clothing management, production and services. These choices include: seamstress, custom dressmaker, alternationist, tailor, specialty shop owner, monogrammer, fashion designer (flat pattern work), fabric store owner and reweaver.

Important aspects to consider before becoming self-employment:

...advantages and disadvantages

...job drescription

...responsibilities and duties involved

...opportunities available

...demand for your services

...special education or training involved

...how to establish yourself in business

...organizational and operational information available

...expensed involved

...state, city, or county laws effecting business

There are many beautiful benefits for a self-employed person. However, you should check with the state License Bureau concerning any license necessary. They may be handled by the city or county but you will need to check with the individual county as to the procedure to follow. There are U.S. Government Bulletins available concerning business laws and taxes.

Quality work is important in all aspects, but in self-employment it is a necessity. A customer who is satisfied with your work will not only return herself, but will bring others with her. In this way your business will grow. Previous working experience is beneficial and it is also suggested that you talk with those in your chosen field to gain insight and benefit from their experience. They may offer suggestions in getting started.

COURSE OUTLINE
2751
FUNDAMENTALS OF FOOD SERVICE OCCUPATIONS

(1 year)

Orientation

I. Basic Information for Food Preparation
   A. Tools and Equipment (use and care): hand tools, gadgets, etc.
   B. Terms, abbreviations, and vocabularly for food service occupation
   C. Work - psychology, patterns
   D. Menu planning
   E. Recipe
   Waiting on tables

II. Sanitation and Safety
   A. Food burn illness
   B. Sanitary codes and inspections
   C. Procedures for cleaning and sanitzing

III. Preparing and Cooking Foof (commercial)
   A. Salads
   B. Breads
   C. Beverages
   D. Meats, Soup and Entries
   E. Sandwich
   F. Dessert
   G. Pies and cakes
   H. Special occasions

IV. Bookeeping principles

V. Policies and Job Application Techniques

VI. Opportunities for Advancement in the Food Service Industry

VII. Evaluation of Food Service Establishments

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Course Outline

Foods and Nutrition
(Semester Course)

Orientation

I. Basic Nutrition

A. Importance of Nutrition
B. The Food Nutrients
C. Nutritional practices in Food Services

II. Basic Kitchen Knowledge

A. Basic principles of planning menus
B. Menus for various types of Food Service operations
C. Cooking Terms
D. Food purchasing and order forms

III. Foods

A. Foods for the spaceage
B. Convenience in Foods
C. Advances in Food
D. Social and psychological aspects of food
E. Concepts in Consumer education and management

IV. Experiences in selecting, preparing and serving a variety of foods.

V. Employment oppertunities in food and nutrition

VI. Legislation and agencies which relate to the food consumer

Course Outline

Serving Food To The Public

I. Human Relations

A. Relations with others
B. Customer relations
C. Serving the public

II. Types of Service Standards and Techniques

A. The menu
B. Menu planning
C. Types of Employee service
D. Dining Room Preparation
E. Table Setting
F. Seating Guest
G. Placing orders
H. Passing order to kitchen
I. Serving the Food--Depends on Type of Service
J. Presenting the customer's bill

III. Catering Services

A. Types of Catering Services and Special needs
B. Special Food Preparation

OUTLINE

SANITATION AND SAFETY

I. Basic Principles of Sanitation

A. Personal Sanitation Practices

B. Sanitary Food Handling

C. Sanitation of Equipment and Utensils

D. General Cleaning Procedures

II. Food-borne Illness

A. Method of Transmission of Illness

B. Types of Disease and Illness

C. Causes of Food -borne Disease and Illnesses

D. Controll of Illness

III. Basic Safety Principles

A. Kinds of Kitchen Accidents and Injuries

B. Training to Prevent Accidents and Injuries

C. Development of Safe Work Habits

OUTLINE

COST CONTROL AND RECORD KEEPING

I. General Factors of Cost Control

A. Menu planning

B. Purchasing

C. Receiving and Storage

D. Issuing and Production

E. Auditing

II. Expense and Income

A. Food and Labor Cost

B. Equipment and Supplies

C. Laundry and Uniforms

D. Utilities and Related Cost

III. Food Sheets

A. Inventory

B. Requisition

C. Stock Record and Receipt Cost Cards

D. Weekly Food Cost and Percentage

E. Forms for Staples and Unit Cost

The first are examined in the film, the hospitality industry, includes hotels, restaurants, and institutional food services of all kinds. The employment opportunities discussed range from entry level jobs such as room clerk, pantry worker, and bus boy, to managerial jobs including head chef, and maitre d'.

The second area examined, the textile and apparel industry, employs people with a wide variety of talents and interests. Many jobs exist for people with creative ability, but there is also a great need for people with skills in manufacturing, production, testing, sales and distribution.

The third area examined is community services, which includes a variety of health and welfare programs where high school graduates may find job openings. Maternal and child care services and organizations serving the elderly are two examples.

The fourth and final area examined, child care, is a rapidly growing business in America. As the field grows, the need for trained personnel grows at all levels.

In a concluding statement, a young home economics teacher describes the value of home economics courses in preparing young individuals for meaningful careers:

> "We prefer to think of home economics as the study of human relationships and resources. We're trying to get away from the old ideas of cooking and sewing. Sure, that's included and it's important, but it's a total study of life and that

just happens to be part of it. Children are studied, families, customs, traditions, fabrics, chemistry; so much is incleded in home economics that leads to a well-rounded view of life..."

EMPLOYMENT OUTLOOK FOR CLOTHING OCCUPATIONS

Apparel industry employment is expected to grow slowly through the mid-1980's. Most job openings, howeverm will arise because of the need to replace workers who leave the industry. About 80 percent of the industry's employees are women, a large proportion of whom leave their jobs to marry or raise families. Also, a large number of the employees are near retirwmwnt age. Thousands of job openings each year are expected from retirements and deaths alone.

Deman for apparel in the years ahead is expected to increase as population and incomes continue to grow. The industry's greater emphasis on styling also may stimulate demand. Because of imported clothing, however, domestic production probably will not rise as fast as demand.

Employment in the industry is not expected yo keep up with the production of apparel, because new mechanized equipment and improved methods of production and distribution are expected to result in greater output per worker. Examples of labor saving equipmeny include sewing machines that can position needles and trim threads automatically; devices that auto,atically position fabric pieces under the needle and remove and stack completed pices; and computer-controlled patterm making, grading, and cutting. Computers also are improving managerial control over sales, inventories, shipping and production.

Despite technological advances in equipment, apparel manufacturing operations will continue to require much manual labor. Most employing opportunies will be for sewing machin operators, because this occupational group is the largest in the industry. Some job openings, also will arise for pressers and designing and cutting room workers.

Young people who plan to become designers will face keen competion, because the number of people trying to get into this field exceeds the number of available jobs.

CLOTHING PRODUCTION OCCUPATIONS

Alternations, Sewing machine operators, Custom dressmaking, Garment making commerical, Fashion design.

Earnings and working conditions In 1972, production workers in the apparel industry averages $2.61 an hour, compared with $3.81 an hour for those in all manufacturing industries. Production workers in the apparel industry worked fewer hours per weel than those in manufacturing as a whole.

Average hourly earnings of production workers in 1972 varied among different konds of apparel plabts, ranging from $2.16 in plants that made men's and boy's workclothing to $3.26 in those that made men's and boy's suits and coats. Earnings of apparel workers also varied by occupation and geographical areas. Because most production workers in the apparel industry are paid for the number of pieces they produce, their total earnings depend upon speed as well as skill.

Many apparel workers are union members, particularly those who work in metropolitan areas.

Workers may be laid off for several weeks during slack seasons, particularly in plants that make seasonal garments. Employment is usually more stable in plants that produce standardized garments. In many plants the available work during slack periods is divided so that all workers can be assured of at least some earnings.

While many plants are housed in old buildings, others are located in modern buildings that have ample work space, good lighting, and air conditioning.

Because most employees sit when they sew, the work is not physically strenuous, but the pace is rapid and many taks are monotonous. A sewer may occasionally pierce a finger with a needle, but serious accidents are rare.

Designing and cutting jobs are more interesting and less monotonous than most other apparel jobs.

Employment Outlook for Foods Occupations

The food industry is the third largest in the U.S., employing four million workers. It is estimated that through the 1970"s, as more and more Americans eat their meals in restaurants, cafeterias, and drive-ins, there will be a corresponding need for an additional 250,000 food service workers per year to meet this demand. Workers in food service may be employed by restaurants, hotels and motels, cafeterias, military feeding, hospitals, airlines, railroads, catering, retirement homes, and mobile kitchens. The shortage of highly skilled cooks, chefs, and supervisors is acute, and opportunities are good for the well-trained worker.

Employment of waiters and waitresses is expected to increase moderately through the 70"s. However, there will be many more new jobs as counter-waitresses in fast food service establishments. More than one million waiters and waitresses were employed in 1970, 90 percent of them women.

Earnings and Work Conditions

Earnings vary widely in the food service industry, depending on the worker's experience, skills, and place of employment. Workers in entry-level positions, such as kitchen helper or sandwich maker, will earn the minimum wage. As the worker advances, he will recieve periodic raises. Head chefs earn from $2.22 to $4.70 per hour and specialty cooks (such as pastry and vegetable cooks) earn from $2.05

to $4.12 per hour. Workers in most food service establishments recieve free meals and uniforms in addition to their salaries.

Estimating weekly salaries for waiters and waitresses is difficult because wages are generally lower than in other food service occupations. This is because most waiters and waitresses recieve a salary from $.95 to $2.15 per hour plus tips. Because tips often average 10 to 15 percent of the guests' total bill, earnings from tips are usually highest where food prices are also high. Waiters and waitresses are usually supplied with uniforms and free meals.

YOUR SELF EVALUATION

The Guy in The Mirror

Whe you get what you want
In the struggle for self
And the world makes you king for a day
Then go to the mirror and look at yourself
And see what that guy has to say.

For it isn't your father or mother or wife
Whose judgement upon you must pass
The fellow whose verdict counts most in your life
Is the guy looking back in the glass.

He is the fellow to please
Never mind all the rest
For he is with you clear up to the end
And you've passed your most difficult and dangerous test
If the guy in the glass is your friend.

You may be like Jack Horner and chisel a plum
And think you're a wonderful guy
But the guy in the mirror says you're only a bum
If you can't look him straight in the eye.

You can fool the whole world
Down the pathway of years
And get pats on the back as you pass
But your only reward will be heartaches and tears
If you cheated the guy in the glass.

Courtesy of Joe Lee Smith

EXTENT TO WHICH OUR PROGRAM MEETS THE NEEDS OF THE STUDENT

The home economics classes being taught by Mrs. Gardner and Mrs. Knighton meet the needs of the students in the areas of attitude, skills, and occupational information. This information includes job descriptions, working conditions, earnings, future advancement and benefits.

We are not at present prepared to secure positions for the student. Job procurement is handled in our present situation by the various job entry programs and the occupational specialists.

College of Education
Florida State University

EMB 519r
Seminar Vocational Technical Education

for
Professor William A. Hudson

STUDENT NEEDS FOR INDUSTRIAL EDUCATION

by Panel Members

Samuel W. Reed Elwood Smith
Bill Wickes Jack O. Makin
Robert D. Grossholz

Spring Quarter

May 26, 1975

INDUSTRIAL EDUCATION

Panel Members

1. Sam Reed, Chairman - Industrial Welding
   Brevard Community College

2. Bill Wickes - Marine Engine & Boat Repair
   Cocoa Beach High School

3. Bob Grossholz - Automotive Mechanics
   Daytona Beach Community College

4. Elwood Smith - Electronics
   Eau Gallie High School

5. Jack Makin - Electronics/Introduction
   Prospective Electronic Instructor

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B. History of Industrial Education

C. Purpose of Industrial Education

II. General Needs of Industrial Education

A. Employment Opportunities

B. Communication

C. An Attitude for Innovative and Creative Thoughts

III. Specific Needs

A. Industrial Welding

B. Marine Engine and Boat Repair

C. Automotive Mechanics

D. Electronics

IV. Summary

I. Introduction

A. Definition: Industrial Education is a term used to designate various types of education concerned with modern industry, industrial arts, technical education and apprenticeship training, and vocational-industrial education in both public and private schools.

B. History: When education was a relatively light concern, the task of the colonial school master may not have been easy, but the purpose behind it was to curb the child's assertion and to pack his memory with facts. Rousseau proposed education must listen to the voice of nature and its heart must be the child itself. He called for a learning by experience, for sense and muscle training, and the study of things by observation. Our first teachers are our feet, our hands, and our eyes. The student would study his ability to communicate. What his senses had captured became much more important. It was advocated that education should at all times be attuned to the child's nature. Frederich Wilhelm Froebel developed the concept of a community for social interaction and the first class was opened in Boston, 1860. Needlecraft, weaving, and paper folding was taught. It became popular with the young and moved into the higher grades. This led to manual training by the Finns

in 1866, and then spread to other countries. It was given impetus in America by an exhibit of the Russian Government in 1876, in which samples of work by its boys in the Imperial Technical School in Moscow, were put on display.

John Runkel set up an instructional scheme at Massachusetts Institute of Technology as a vital part of engineering curriculum. The shop system was adopted as the heart of manual arts and remains so until today.

John Dewey strongly urged the integration of vocational education into general shop systems, stressing benefits that would accrue. Vocational training was not only a source of skilled manpower but also a way of freeing itself from the growing union control of apprenticeship. History shows an attempt by early schools to retain the support of industries and the labor unions.

In 1862, The Morrell Act was passed. It was the keystone in the development of institutions for higher education.

In 1906, Charles Richards and James Haney broke the static situation by organizing the National Society for the Promotion of Industrial Education.

The Smith-Hughes Act of 1917 put vocational education in force. It provided seven million dollars as an initial

authorization, which was to be matched by the receiving states. The Vocational Act of 1963 was the most important in the history of vocational education since 1917. The Smith-Hughes and the George Barden Acts were amended and left on the books, and an entirely new program was created to supplement them. This legislation has had a major impact on industrial education.

C. Purpose: Industrial Education provides training for those who have entered or are preparing to enter industrial occupations. This includes everything that is manufactured and encompasses job attitude, safety, procedures, and trade judgement.

II. General Needs of Industrial Education

A. Employment Opportunities

The really successful people are those who would rather do the job they're doing than anything else in the world. The job you get when you leave school will depend upon what you have to offer. If you have enough to offer, employers will come looking for you. If you have little to offer, then you'll have to do the looking.

B. Communication

There is an appreciable difference between effective written and spoken words. Communication is complex. An idea may be

transmitted and acknowledged between the earth and moon in a matter of seconds, while a similar transmission and acknowledgement between individuals, standing within arms length, may take years. Success depends on three things: who says it, what he says, how he says it; and of these three things, what he says is the least important.

It has been said that, "Blessed is the man who, having nothing to say, abstains from giving in words evidence of the fact."

C. An Attitude for Innovative and Creative Thought

Creativity is the art of taking a fresh look at old knowledge. Associated with this thought are imagination, curiosity, and intuitive insight. Creative talent should be sought out, developed, and utilized wherever possible. Reason can answer many questions, but imagination has to ask them.

III. Specific Needs

A. Industrial Welding: The needs of the student to be successful in the Welding Program can be listed as follows:

1. Need to be physically fit to do heavy work
2. Need to have good eye to hand coordination
3. Need to be capable of applying basic mathematics such as fractions, decimals, and simple equations

for the purpose of layout, figuring list of materials and computing to determine the size of a weld.

4. The student needs individual instructions for the development of the welding skill.

The term welding is used to describe numerous methods of joining metals. Many techniques and processes are involved and for the general purpose of this report, the term WELDING will be used to describe all types of metal joining processes. The field of welding can offer a student prestige and security. It can offer a future of continuous employment with steady advancement. It can offer travel and employment in any industry the individual chooses.

Welding is the only means of obtaining the strength needed to withstand the terrific acceleration and the heat generated by the tremendous speeds of our missiles and the re-entry of aerospace vehicles. Automation demands higher skills as well as more and more engineers, technicians, and weldors to build, operate and maintain the machines, equipment, and facilities.

B. Marine Engine and Boat Repair: The needs of the student to be successful in the Marine Engine and Boat Repair Program

can be listed as follows:

1. Needs a facility in which to achieve training of skills.
2. Needs to experience success in achieving goals and objectives of the program.
3. Needs teachers and counselors that will put forth more effort to caring than that of labeling and who will set good examples for students to follow.

The fundamental needs of students in this program are to gain prestige, strive to acquire security, and through general activities develop an equilibrium in which society's needs and individual needs are one. "A college education teaches one to rationalize the money it prevents him from earning."

C. Automotive Mechanics: The needs of the student to be successful in the Automotive Mechanics Program can be as follows:

1. Adequate guidance to enable the student to understand his own interests and abilities. This will enable the student to evaluate strengths and weaknesses and to have accurate information about the work which includes the whole range of jobs in

retail dealerships. Present the student with a realistic picture of the vocation as to the advantages and disadvantages of the job.

2. Motivation for students to understand the necessity of well-trained auto mechanics and the emotional value of having done a job to the best of his ability.
3. Adequate educational facilities to accommodate students comfortably with labs and necessary equipment training aids.
4. Instructors who have the ability to communicate with students, qualified experts in the auto mechanics instructional field, and a State Teacher's Certificate.

D. Electronics: The needs of the student to be successful in the Electronics Program can be as follows:

1. Pre-testing is needed to determine their potential to enter a vocational electronic program. All interested students are not capable of performing in electronics, therefore, it would be an injustice to the student if he were accepted and later discovered he could not perform.
2. A good math background is needed by the student for computing resistant forces in circuits. Math stimulates the student's ability to retain and recall in

computing electronic equations and to think on his own.

3. Color perception is needed to distinquish color codes used in wiring diagrams. Many components in electronics are color coded, therefore the student must be capable of distinquishing between different colors.
4. Mechanical apptitude is important because students have to use their mechanical skills in soldering, replacing parts that have failed in electronic equipment that has mechanical parts such as tape recorders, teletypes, and chart recorders.
5. Reading capabilities are needed because electronic theory is in written form, therefore the student must be able to read in order to understand basic theory before progressing in electronics.

Pre-tests should be given by the counselor and reviewed by the instructor to identify weak areas the student has. This information can be used to develop a plan to meet the student's needs more efficiently.

IV. Summary

Leaders in higher education are becoming increasingly aware of the significant potential of Industrial Educational Programs. People are curious about the programs and still others desire specific information about Industrial Education. One area of interest to all of the people is the type of work that can be found for industrial students on a work-study program. Typical needs could be:

1. Where does one look for job assignments after graduation?
2. What type of employers would be interested?
3. How are these jobs related to the student's industrial educational program?

It is the purpose of this panel to have provided answers to these questions and in addition, highlight the successful application of Industrial Education in Brevard County and other districts in the State of Florida.

It must be borne in mind that employment of students on a work-study program presents a continually shifting scene. This is caused by the changes that occur in the employment market and needs of the student. Accordingly, the types of employment will vary, depending upon the geographic location and the characteristics of the students enrolled in the industrial programs.

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SEMINAR IN VOCATIONAL EDUCATION

HOW JOB ENTRY MEETS STUDENTS' NEEDS

EMB 519, Section 71
Professor William Hudson
Florida State University
Cocoa Campus
March 31 - June 2, 1975

BEST COPY AVAILABLE

May 12, 1975

STUDENTS' NEEDS ARE MET IN THE JOB ENTRY PROGRAM

Vickie J. Stallings

Vickie M. Stallings, Chairperson
Job Entry Coordinator
Melbourne High School
727-1165

110 Bel Aire Drive
Satellite Beach, Florida 32937
773-3372

Charles G. Kraemer
Job Entry Coordinator
Melbourne High School
727-1165

265 W. Laila Drive
West Melbourne, Florida 32901
723-5829

James M. Schneider
Counselor & Coordinator
Cooperative Education
Brevard Community College
254-0305

634 S. E. Elm Drive
Palm Bay, Florida 32905
727-7496

HOW JOB ENTRY MEETS STUDENTS' NEEDS

AN OUTLINE

I. Four Program Goals - How the Job Entry Program Meets The Students' Needs

II. Guest Speaker - How An Employer Views the Job Entry Program

Stan W. Gray - Manager of Hourly Employment and Employee Relations, Harris Semi-Conductor; and Member of Melbourne High School Job Entry Advisory Council

III. Handouts

A. Newspaper article - How the Press Views the Job Entry Program

B. Student Information Sheet

IV. A Drama - A Job Entry Student Applies for a Job

The Players:

A. Student - James M. Schneider

B. Job Entry Coordinator - Charles G. Kraemer

C. Employer - Vickie J. Stallings

V. A Summary - How Job Entry Meets the Needs of Students

PHILOSOPHY AND GUIDELINES OF THE JOB ENTRY PROGRAM

The School Boards of Florida have adopted the Job Entry Program for high school students 16 years of age and over as a continued effort to provide students of the county public schools with maximum educational opportunities to meet their individual goals and aspirations. Students approved to participate in the Job Entry Program may receive high school credit for full-time work experience under prescribed guidelines and receive their high school diploma with their graduating class upon successful completion of the Job Entry Program.

Authority to establish and administer the Job Entry Program is vested with the District School Board as defined in Florida Statutes 230.23(6)(a), 230.23(7)(a) and in State Board of Education Regulations 6A-1.95(3).

Guidelines and policies governing the operation of the Job Entry Program as administered by the School Boards of Florida are predicated on the philosophy that the program shall contain all of the recognized ingredients of a sound educational experience for young people. Although flexibility is maintained in the design of the Job Entry Program, certain safeguards are established within the structure to give maximum assurance to parents, students and participating employers that benefit to the student, and his protection, are of major importance.

PROGRAM GOALS

The School Boards of Florida have established the following goals for the Job Entry Program.

A. Provide for a smooth transition of youngsters in the public schools 16 years of age and older into the adult role of wage earner.

B. Provide an alternate vehicle to the traditional school program for students to receive a high school diploma while in pursuit of job proficiency in the employment community.

C. Give students formal instruction in related areas of employment to assist them as much as possible in achieving a successful employment experience.

D. Assist students in gaining initial employment if needed.

STUDENT ENTRANCE REQUIREMENTS

Applications for participation in the Job Entry Program may be submitted by high school students to the principal at any time after the student reaches the age of 16 years. However, it is highly recommended that students who will reach the age of 16 during the summer preceding their senior year or become 16 during the second semester of their junior year to submit their applications by June 1 preceding the senior year. Early application will give students maximum opportunity and flexibility to give reasonable assurance that they can receive their high

RSI

school diplomas at regular graduation. Summer employment can be counted toward completion of the program provided that early applications are approved and recommended records maintained during the summer. It is also advantageous for students seeking employment to start early during the summer to avoid the possibility of coming up short in total hours of work should employment be delayed into the senior year when time will become a critical factor.

In addition to the age requirement, other stipulated entrance criteria are as follows: (Reference: State Board of Education Regulations 6A-1.95)

A. Student is required to have successfully completed 10½ high school credits in grades 10-11. These 10½ credits must include:

2 credits in language arts

1 credit in mathematics

1 credit in physical education

1 credit in science

1½ credits in social studies

A course in social studies, American history or American history and government is required prior to admission to the Job Entry Program or the student must complete this requirement under the Adult Education program prior to graduation during his senior year. A unit in Americanism versus Communism is not required for entrance into the Job Entry Program, however, the unit is mandatory before a student can receive a high school diploma under State Statutes. The AVC unit may also be taken in Adult Education.

B. Applicants for the Job Entry Program must have earned at least one credit in a vocational course or demonstrated job proficiency equal to a student who has completed a vocational course.

Criteria for establishing job proficiency in lieu of a vocational credit shall be based upon satisfactory completion of a probationary period of 10 weeks of full-time employment by the student. Satisfactory employment shall be jointly agreed to in writing by school representatives and the employer. Deficiencies, if any, shall be noted and attempts will be made to correct any problems identified during the probationary period. The probationary period may be extended one additional 10 week period provided jointly agreed to in writing by all parties concerned and a plan is implemented by school officials to assist the student in correcting his deficiencies.

DUTIES AND RESPONSIBILITIES OF JOB ENTRY PROGRAM TEACHER/COORDINATORS

Duties and responsibilities of Job Entry Program teacher/coordinators include:

A. Work closely with guidance and other school personnel in determining student eligibility for the Job Entry Program and make recommendations to the principal for final action.

93-3#

B. Design and maintain an employability skills course for beginning students.

C. Assist students in scheduling in-school or adult classes which the student might need to assure him of continued success on the job and to assure the student that graduation requirements will be met through a master plan for each individual.

D. Develop and maintain a placement and follow-up service for students. (Follow-up records should be maintained on graduates for at least 3 years if possible.)

E. Confer with employers regularly, but not less that once every two weeks, concerning student progress on the job.

F. Evaluate each student's progress each regular grading period during the school year and during the second week of pre-planning for those students who are working during the summer months. (Evaluation of work performance shall be satisfactory or unsatisfactory; in-school instruction should be graded by the teacher/coordinator or regular classroom teacher on the basis of regular school grading procedure. Evaluation of job performance should be made in writing by the teacher/coordinator and jointly endorsed by the employer of the students).

G. The teacher/coordinator should be responsible for apprising the student of his options in returning to a formal program should his employment be terminated.

GRADUATION REQUIREMENTS

Upon verification by the employer to the teacher/coordinator, employed students are awarded one credit toward graduation requirements for each 288 hours of full-time employment. Employment for less that 25 hours per week shall constitute part-time employment under the Job Entry Program and should not be considered toward awarding of credit. Any combination of in-school course work and employment equalling 25 total hours may be counted. All in-school course work should be counted.

Students beginning the Job Entry Program shall be expected to complete a minimum of 30 contact hours of instruction dealing with employability skills during the first six weeks of the program. Scheduling of the course should be flexible to allow for difference in the hours of employment of students.

Should the teacher/coordinator and employer feel that a course or courses in the regular school program would be of benefit to the student's progress on the job, students may enroll in formal courses at the high school. Formal course work including the employability skills course should count toward the total work experience requirement equal to two hours for each one hour of formal instruction.

However, formal instruction may not substitute for more than one-half of the total work requirements under the Job Entry Program.

In order for the student to graduate he must have accumulated a minimum of 1440 hours equalling 5 high school credits. Earning 5 high school credits will allow students to receive a high school diploma under minimum state requirements. The 1440 hours may represent a combination of actual work experience and in-school formal instruction related to upgrading employment skills and personal habits.

Students who meet entrance requirements of 10½ credits and receive 1440 hours under the Job Entry Program before the end of their senior may graduate with their regular class.

REENTRY INTO FORMAL INSTRUCTION

Procedures for reentry into formal instruction are provided to afford students the opportunity to continue their education in school with as little penalty as is possible should they find themselves without employment for any reason. A precaution is already included by encouraging students who are 16 before their senior year to start their employment in the summer between their junior and senior year. However, if for any reason employment is delayed into the first semester of the student's senior year, this will reduce his chances considerably of completing his program in time for regular graduation.

Several options are given which are designed to assist the student in reentry into a regular school program.

A. A student who seeks and retains employment through the summer months beginning June 15 and continuing until the first day of the regular school year may accumulate approximately 440 hours of work experience plus 60 hours allowed for the completion of an employability skills course. Under these conditions, a student could potentially earn one credit during the summer before his senior year. If his employment is terminated at any point during the summer after he has reached 288 hours, he would receive one credit. Obviously, if the student chooses to do so, he would enroll in school at the beginning of the school year with no penalty.

It is possible for students who have accumulated more than 288 total hours during the summer to use these hours as a "grace" period in order to seek further employment. Each school principal may decide of what duration this grace period should be, however, if the student is unable to find employment with the assistance of the teacher/coordinator before two full weeks have elapsed, the student must re-enroll in a regular in-school program due to the fact that further delays would not allow time for the student to get 1440 hours for

the second semester and graduate with their class.

C. Students may use the option of the adult education programs to get their high school diploma if they elect not to return to the regular school should they become unemployed during the course of the Job Entry Program.

It should be noted that the Job Entry Program is not available to students who have passed their 19th birthday under current responsibilities of the district as defined in State Board of Education Regulations 6A-6.66.

APPROVED JOB CLASSIFICATIONS

Jobs in which students may participate for credit under the Job Entry Program shall be in the vocational areas as defined in The Accreditator under vocational code classifications.

New or emerging occupations may be considered provided the jobs are full-time, can lead directly or indirectly to advancement, pay at least minimum wages, and are not detrimental to the health or welfare of youth under child labor laws. The teacher/coordinator may make this determination and recommend to the principal that students be placed in these types of employment. Final approval rests with the principal.

A SUMMARY - HOW JOB ENTRY MEETS THE NEEDS OF STUDENTS

1. Through the Job Entry Program the student can enter the world of work immediately at any given time during the 12th year with the opportunity to put to immediate use those job skills he has learned in the vocational class of his choice. He does not have to wait until the end of the school term or the end of a grading period. He can become employed when he is ready to go to work.

2. Through the Job Entry Program the student is employed in a job of his choice after having had the opportunity of completing a regularly scheduled vocational course in the 10th or 11th grade, taught by a skilled teacher certified in the vocational field in question.

3. The Job Entry student may elect a vocational course meeting on the high school campus concurrent with his participation in the Job Entry Program. This plan enables him to secure additional professional training related to his chosen field. As an incentive to enhance his professional skills in this way, double Job Entry hours credits are given to the student in addition to the regular elective credit he receives from the vocational course.

4. A student may enter the Job Entry Program during the summer preceding his senior year to earn additional academic credit he may need to meet state graduation requirements. In addition, of course, he has the opportunity to develop his skills on the job during the summer and to earn money.

5. A Job Entry student has the opportunity to earn money for family support, a not uncommon need.

6. All young people do not mature at the same time. The flexibility of the Job Entry Program allows the student to enter the world of work when he personally is ready, as soon as he is ready.

7. The interests of the Job Entry student are a first concern to the Job Entry coordinator who serves as a personal counselor in matters pertaining to job performance, need for additional training, counseling, or the need for higher education or post high school trade school.

8. Credits earned by the student through Job Entry are commensurate to the hours worked and experience gained on the job, one credit for each 288 hours worked.

9. Students who plan to attend a liberal arts college may use the Job Entry Program in a situation where additional elective courses are of no interest to them and they elect to go to work to gain maturity and money in order to enhance the opportunity for success in the college environment.

10. Certain gifted students who plan to pursue a career in the arts or sciences may choose to gain priceless experience in the lower job echelons of the profession they have chosen. For example, a future medical student may wish to work for a year or period of months as an orderly in a hospital to test himself in the hospital environment and to gain valuable insight into the problems of the physician on the job.

11. Students who missed entirely the opportunity previously to gain skills and knowledge in a vocational course may enter the Job Entry Program in a job requiring a minimum of prior formal training. He may qualify for graduation credits by performing satisfactorily on the job for a period of ten weeks.

12. A Job Entry student may work a full eight hour day while school is in session.

13. If a course is elected by the student, he may choose any section of that course meeting any hour of the day thus accommodating his on-the-job work schedule.

14. Students with special physicial problems or emotional problems are more likely to be accommodated in a work situation through the extreme flexibility of the Job Entry Program.

15. The needs of prospective Job Entry students are scrutinized and protected by a careful selection process. Approval for participation in the program is evidenced by the signatures of the student, his parent, his employer, the Job Entry coordinator and the final approval in each case by the school principal as attested by his personal signature.

16. The Job Entry student in the Job Entry Program is trained in employability skills.

17. Deficiencies in job performance are noted and steps are taken to correct the problem through mutual cooperation with the student, employer, and coordinator.

18. The Job Entry Program is of especial benefit to the non-academic oriented high school senior providing him an alternative method of securing a high school diploma by working on the job. The Job Entry Program is a program in which he can succeed.

19. The Job Entry Program offers high school seniors an opportunity to "try out" a vocation in which he thinks he is interested.

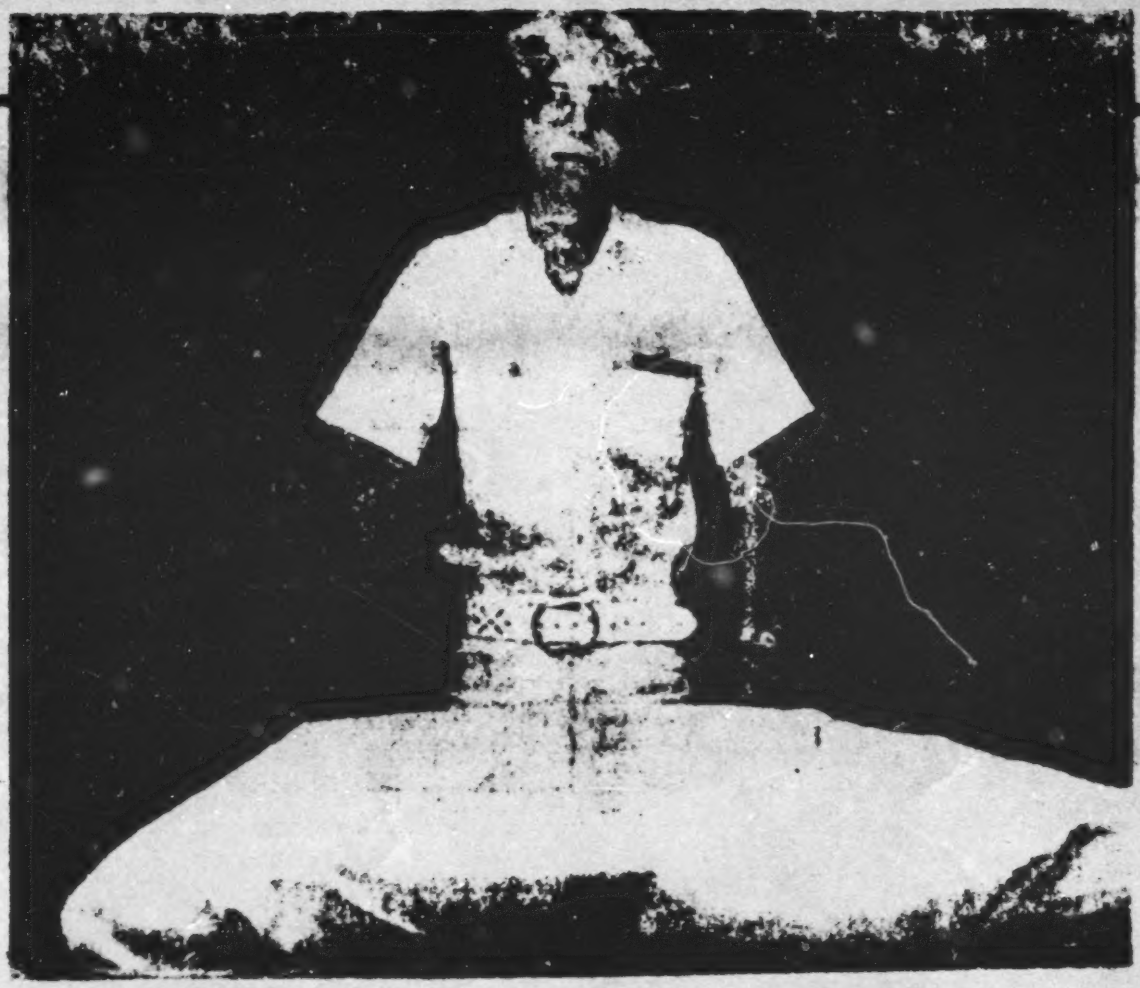
20. The Job Entry Program offers the student an opportunity to learn a particular job which he can use to become self-supporting in a future college program.

21. The Job Entry Program helps students become employed by finding job opportunities.

22. A Job Entry student may work full time but at the same time he may maintain his school contacts during the senior year, engage in club activities, school plays, and athletics. This is a flexibile option.

23. A Job Entry student may elect to fulfill certain credit requirements in the adult education program at night if this plan better meets his individual needs.

APPENDIX



Hospital orderly
... *Ed Snyder*

They earn while learning

By WEDINA CLEVELAND

SCAT welcome calls from employers

When report cards are issued Jo

BEST COPY AVAILABLE

They earn school credits working at full time jobs

(Continued from page 1B)

flower arranger at her shop, "is a very conscientious employe."

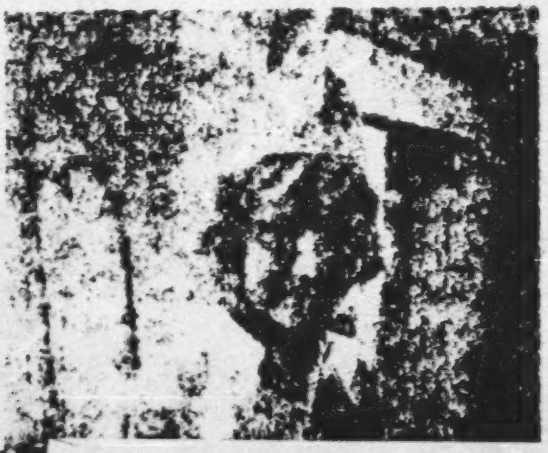
BEST COPY AVAILABLE

Job Entry has an advisory board consisting of Jim Stinson, personnel director of Broward General; W. O. McDilda, Florida State Employment Office; Stanley Gray and S. H. Hargeson, Harris Semiconductor; Tom Bradham, J. C. Penney Store; and Norman Jones, Publix Supermarkets. They give advice about the types of employes needed and the training and qualifications.

Placement and follow-up on the program are done by Mrs. Inez Williams who also works with drop-outs and high school graduates for a year following their leaving school. She helps them find work.

Mrs. Williams sends surveys out to the Job Entry students and those enrolled in other vocational programs under SCAT. The surveys ask, among other things, how many jobs have you had since leaving the program? In what vocations have you worked? Have you received additional schooling? Are you looking for work? How did you get your job and how does it relate to the vocational program you were in while in school?

Director of SCAT, Terry Cooper, says that even though many students find their own jobs, "we are still in need of employers who have job openings" and urges them to contact the school.



ATTENTION SENIORS!

THE JOB ENTRY PROGRAM MAY BE FOR YOU

JOB ENTRY MEANS:

* YOU ARE EXCUSED FROM ALL CLASSES
* YOU WORK FOR WAGES FULL TIME
* YOU GRADUATE IN JUNE (15 1/2 CREDITS)

TO ENTER THE JOB ENTRY PROGRAM:-

You should have 10 1/2 credits including

2 credits in language arts (English)
1 credit in mathematics
1 credit in physical education
1 credit in science
2 credits in social studies including American History and CPS

SEE YOUR JOB ENTRY COORDINATOR FOR DETAILS

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STUDENT NEEDS
AS
FULFILLED BY THE
OCCUPATIONAL PLACEMENT SPECIALIST

Submitted

To

Professor W. A. Hudson

In

Partial Fulfillment

of

EMB 519

John F. O'Donnell

Thomas Wilson

May, 1975

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VOCATIONAL PLACEMENT & FOLLOW-UP

Vocational Student Needs Defined

The Occupational Placement Specialist exists to meet both immediate and long-range career needs of students.

In determining student needs we can observe, we can ask the students themselves, we can listen to voices from the Community, including parents and vocational education committee members, and we can take direction from goals and needs identified at national, state, and county or local levels. In practice, in fact, we find that we do all of these things.

For example, our career specialist at the county level has prepared guidelines, and we are exposed to certain amounts of indoctrination thereby, some of which is surely not too "wide of the mark" and which we surely implement in our programs. At the same time, or in the same way, the county specialist has received guidelines and direction from the levels above her, and she surely reflects this in the programs and goals she establishes for us. Therefore, student needs are often identified "from above" and much effort is probably expended in meeting needs identified that way.

On the other hand, the Occupational Placement Specialist in the school setting sees real students, and they press their real needs upon him. If one had to choose between the two, he would, hopefully, choose the latter.

However, in this report, we believe that we can show that the national, state, and County identified needs as reasonably congruent and synonomous with the day to day needs of students in the career area as we see them.

Therefore, we will 1) list briefly the needs as outlined by career education nationally and 2) list the outcomes for career education identified at the county level. We will follow this with our own list of student needs, as we see them, that can be met in varying degrees by the Occupational Placement Specialist in the school setting.

The needs as identified by career education nationally are these: (1)

1. To select learning experiences that enable identification with the concept of work.
2. To select learning experiences that give a base of self-understanding adequate for making choices among educational and career options.
3. To interpret personal reactions to experiences so that values, interests, and abilities are clarified.
4. To make and implement educational plans and career choices.

Not so different, perhaps, but stated differently and certainly more succinctly, are the outcomes for career education established by the Brevard District Plan for Career Education Development. They are as follows: (2)

1. Self-identity
2. Educational identity
3. Career identity
4. Economic understanding
5. Career decisions
6. Employment skills
7. Career placement
8. Self-social fulfillment

These are lofty and perhaps not too meaningful statements unless they are taken apart, looked at, and more specific sub-needs or goals established that meet specific needs of our local students. Some of these may even seem too general, but it is our hope that it will become clear what these needs are and to which extent we should be and are meeting these needs. (3)

Vocational Student Development

Each student shall develop an awareness of the world of work. The goal is for the student to become conscious of the various "life styles" associated with the world of work. "Life styles" pertain to a set of standards and practices (roles if you wish) that dominate and regulate the more important behaviors of a person during a considerable period of his life. It also has reference to occupational mobility patterns, stability of the occupations, and rewards. It is essential that the student be able to differentiate occupational levels (unskilled, semi-skilled, professional) and the basis of the life style associated with each. (4)

Each student shall develop an accurate occupational self concept. The goal is for the student to develop an accurate perception of himself in relation to the "world of work." The emphasis is upon the student's understanding of his abilities, limitations, and motivations applicable to occupations. As a result of these understandings, the student can begin to identify with an occupational level by perceiving his desired "life style" in relation to that typical of an occupational level.

Each student shall develop an accurate concept of self in relation to the work world. The goal is for the student to synthesize facts and knowledge pertaining to himself and the work world into a national and useful order. This conceptualization enables the student to make decisions, formulate plans, and acquire value patterns pertaining to his future occupation. These decisions, plans, and value patterns should reflect an accurate concept of self-situation and should move the student in a direction that is consistent with his interests and abilities and within the normative tolerances of his society.

Each student shall develop an effective organization of work toward

the achievement of occupational goals. The goal is for the student to develop adaptive and adjustive behaviors. These behaviors emphasize harmonious relationships which the student achieves with his environment through skill, judgment, and flexability. While these behaviors are somewhat complementary, they can be differentiated in terms of the techniques used to achieve the relationship. Adaptive behavior implies a manipulation of the environment and adjustive behavior implies the modification of personal behavior patterns to fit the existing conditions. The acquisition of these behaviors will enable the student to meet changing environmental demands and to perform at a level consistent with his ability.

Vocational Student Placement

Each student who leaves a vocational education program deserves help in taking his next step. The next step for some students will be entry into the job market; for others, entry into apprenticeship programs or the armed services; and for others, entry into programs of further education. Placing each vocational student in his next step is vocational education's responsibility, a responsibility it cannot afford to neglect. (5) and (6)

Job Placement refers to assisting the vocational education student upon termination of his schooling to secure, if that is his desire, a productive role in the work force. Generally, this will mean full time work, although it is conceivable that under certain economic circumstances, it may refer to part-time employment.

Not only does job placement serve the needs of students, but it also becomes a means to evaluate instruction in vocational education. (7) A strong vocational education program will prepare students for jobs waiting to be filled.

Job placement services should be entended to early leavers as well as

to students who complete vocational programs. These persons have special difficulties in finding work and usually require special help from job placement services.

Many of the needs of early school leavers are also shared by "inner core" urban youth, handicapped persons, and disadvantaged persons. Vocational development activities must be intensified for the special needs student. It is essential that these students be provided with continuous follow-through counseling and assistance to enable them to maintain employment

A student will receive information and services from the job placement office on several occasions. The placement process for a typical student should include:

Initial Contact--Vocational students should register with the job placement office upon enrollment in a vocational program.

Preparation for Job Selection--The Occupational Placement Specialist can either assist teachers in preparing students by meeting with their classes or by providing necessary inservice training to teachers. Each student should have:

*Complete job application forms.
*Have instruction in finding jobs.
*Have practice in job interviews.
*Have an understanding of the current types of jobs and salary considerations.

Developing Resumes--Each student should have a personal resume as a part of his placement file.

Providing Job Opportunity Information--Job information and placement records are essential to a job placement service.

Matching Students with Jobs--Occupational Placement Specialists should exercise discretion in recommending students to employers.

Arranging Job Interviews--Occupational Placement Specialist have responsibility for scheduling job interviews.

Installation of a job placement program will require community understanding before its acceptance as a budgetary responsibility.

Procedures for evaluating the job placement process should be determined at the onset of the program and be based upon program objectives.

The local advisory committee and employers of students should be involved in determining these procedures. The evaluation of job placement services involves a continuous monitoring of the following:

*Student ability to participate in job interviews.
*Adequacy of student resumes.
*Student ability to complete application forms.
*The matching of student referrals to job needs.
*The coordination and scheduling of interviews.

Evaluation of job placement relates closely to the follow-up of vocational students.

Vocational Student Follow-Up

Follow-up of vocational students should be an integral part of vocational education programs. Through knowledge gained in student follow-up studies, educators are able to improve vocational education programs as well as to give further services to former students. Follow-up is a means of continuing the career development of former students and modifying career development patterns for students who follow. (8) and (9)

The best information on the adequacy of vocational education programs comes from the follow-up of students who are placed on jobs. Following their successes and failures provides the best possible information to the school on its program strengths and limitations and identifies additional student training needs.

Follow-up studies involve the systematic collection of data from former

vocational students and present employers to be used:

1. In evaluating the effectiveness of student preparation for employment

2. In determining the relevance and adequacy of the vocational education program for the employment market and needs.

The frequency and timing of follow-up efforts are generally determined by the purpose for collecting the data and the financial resources available. School systems should collect follow-up data at least twice after the students leave the vocational program: first to determine his initial placement (one year or fifteen months follow-up), and second to get a measurement of job adjustment, adequacy of skill development, and worker mobility, (three year follow-up).

In addition to following up former students of vocational education, employer reactions should be sought. Employers usually will cooperate and give candid evaluations of the employee and his training program. The information received from employers should be considered together with data collected from vocational education graduates to serve as a basis for program evaluation and planning.

Summary

In summary, then, vocational placement and follow-up can succeed only if student needs are fulfilled through the team of Administrator, Vocational Director, Occupational Placement Specialists, Vocational Teachers, Advisory Council, and students working together toward the goal of matching student interests, aptitudes, and abilities to the appropriate job. In addition, feedback from student and employer will do much to improve school curriculum to insure that each student exits with a marketable skill.

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EMB - 519 Seminar in Vocational Education

Professor William A. Hudson

Pre-Vocational Industrial Arts

June 1975

By

Carl Holland	Chairman
Calvin Kroupa	Member
Donald D. Greene	Member
William E. Hignite	Member

159A

FOREWORD

Industrial arts has played a major role in American education for more than eight decades. For students this subject area has always been a preferred and profitable sequence of courses. During the last several years new content organization has emerged because individual and societal needs have placed a new emphasis on career and occupational goals in the education of youth in grades K-12. A broadening of vocational education by state and national legislation has lead to the organization and implementation of comprehensive vocational programs which now include prevocational and technically oriented industrial arts.

During the series of events which expanded vocational education, it became apparent that industrial arts could make a significant contribution to occupational awareness and exploration because many of its long-held objectives were now paralleled by those of the legislated comprehensive vocational education program.

In 1970 in Florida, vocational funding of teaching units, equipment proposals, and other supportive activities became available to industrial arts classes when they are organized to fulfill the purposes of specific vocational legislation. In 1972 Congress added industrial arts to the Vocational Education Act.

In order to fulfill the intent of state and federal legislation, sequence of courses, explained in the introduction to this guide, is recommended to school districts. This guide concerns one of five courses recommended for the middle grades. The guide is designed as a course outline for the more effective organization of subject content. Supplementary teacher-prepared instructional materials are a necessary local responsibility. Lesson plans, assignment sheets, experience and experiment forms, and information sheets will significantly enhance instruction based on the outline herein presented. Such resources and teaching techniques will necessarily consider individual teacher competencies, the local facility, and the characteristics of the students. State consultants for industrial arts are available upon request to assist in local planning.

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INTRODUCTION

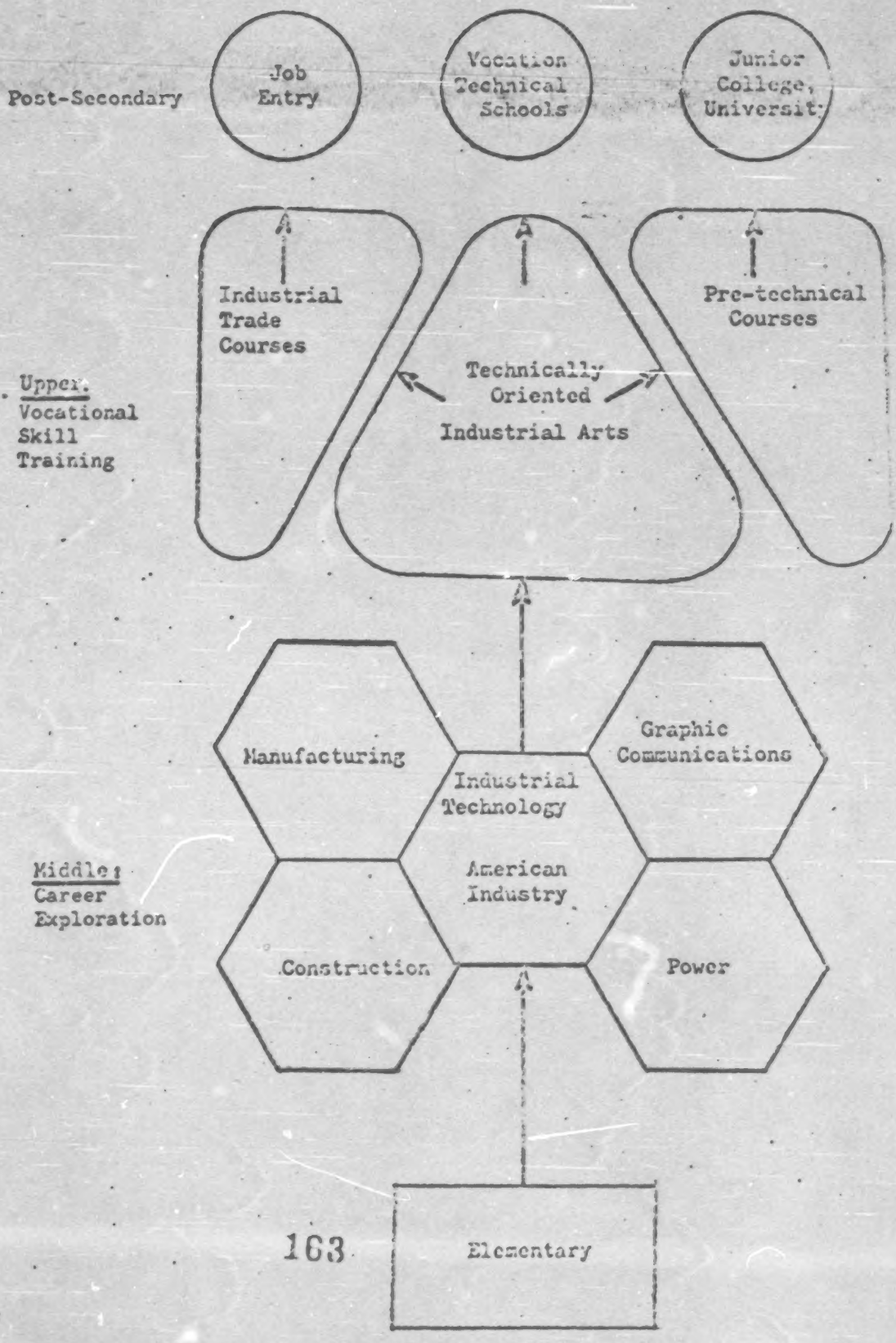
This instructional guide is designed to assist teachers, supervisors, administrators, and teacher educators as they organize an industrial arts course in CONSTRUCTION for junior high schools, primarily at the eighth or ninth grade level. This introduction presents an overview of the philosophy and rationale for industrial arts and shows the relationship of this course to the total program sequence to satisfy the needs of students.

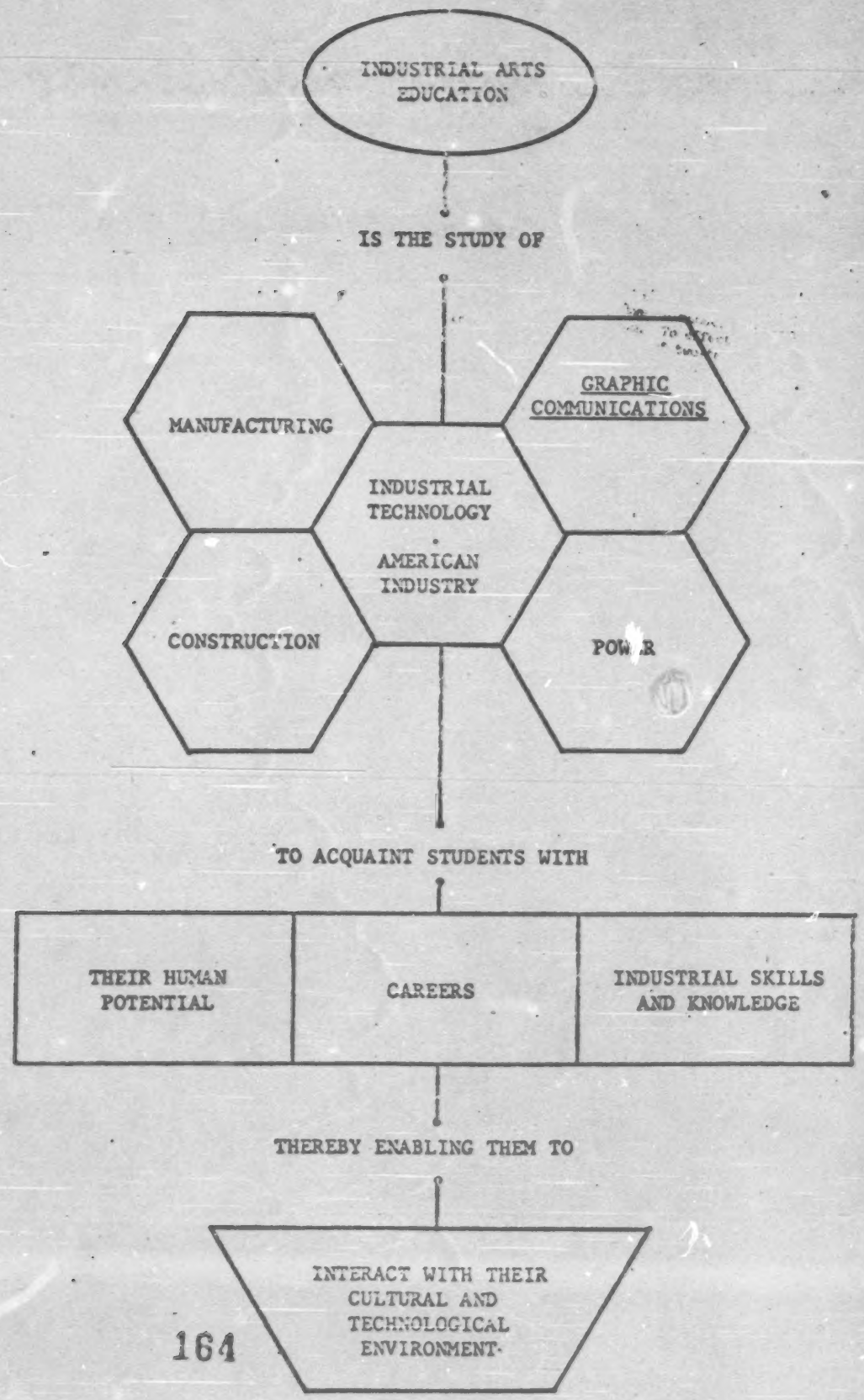
Industrial arts education is that subject field which provide opportunities for all students from elementary through higher education to develop an understanding about the technical, consumer, occupational, recreational, organizational, managerial, social, historical, and cultural aspects of industry and technology. Furthermore, it is a program whereby students acquire industrial-technical knowledge and skills through creative and problem-solving learning experiences involving such activities as experimenting, planning, designing, constructing, evaluating, and using tools, machines, materials, and processes. The instructional and laboratory experiences help students to make wiser and more valid educational and career choices. Since the American culture is distinctly technological, and since the primary purpose of education in any society is to acquaint the young with the nature of the culture and their role in it, then industrial arts, because of its primacy, becomes fundamental education in the American school.

Industrial arts education draws its content from man's technological development and his current needs for effective living in the resulting society. Man, since his origin and during his rise to dominance on earth, is unique as he thinks and creates, works with his hands, uses materials, makes tools and machines, develops techniques and processes, changes his environment, and lives in a society dominated by technology. Industrial arts education is the study of industrial technology.

As a result of the sequence of pre-vocational education industrial arts experiences in the middle grades, the student will satisfy the following needs:

1. a degree of industrial literacy --- insight and knowledge --- in being able to relate societal and industrial changes to technology and its development;
2. to make tentative choices or selections regarding educational and occupational goals;
3. to identify and compare industrial and technical occupations, the organization of industry, evolving technologies, and methods of production;
4. to demonstrate the correct and skillful use of basic tools and materials;
5. to be able to demonstrate, or exhibit industrial processes and techniques in his laboratory experiences and projects, such as mass production, personnel organization, material forming processes, and the use of synthetic materials and finishes;
6. to be able to demonstrate, or exhibit scientific, mathematical, and mechanical principles through projects or the solution of practical problems;
7. to be able to solve problems by planning and constructing projects involving group and individual research, experimentation, and development;
8. to be able to exhibit safe practices in the laboratory and relate these to situations in the school, home, and community.


Post-Secondary
Job Entry
Vocation Technical Schools
Junior College, Universit
Industrial Trade Courses
Technically Oriented Industrial Arts
Pre-technical Courses
Upper: Vocational Skill Training
Manufacturing
Industrial Technology
Graphic Communications
American Industry
Construction
Power
Middle: Career Exploration
Elementary


INDUSTRIAL ARTS EDUCATION
IS THE STUDY OF
MANUFACTURING
GRAPHIC COMMUNICATIONS
INDUSTRIAL TECHNOLOGY
AMERICAN INDUSTRY
CONSTRUCTION
POWER
TO ACQUAINT STUDENTS WITH
THEIR HUMAN POTENTIAL
CAREERS
INDUSTRIAL SKILLS AND KNOWLEDGE
THEREBY ENABLING THEM TO
INTERACT WITH THEIR CULTURAL AND TECHNOLOGICAL ENVIRONMENT.

PRE-VOC INDUSTRIAL ARTS

AMERICAN INDUSTRY

MANUFACTURING

GRAPHIC COMM.

POWER & TRANS.

CONSTRUCTION

A STUDENT NEEDS TO:

Develop an understanding of industry in America

Identify occupations related to industry

Understand the technology related to production

Develop awareness of social and cultural factors affecting industry

MANUFACTURING

MANAGEMENT SYSTEMS

MANUFACT. CORP.

PRODUCTION

PERSONNEL

A STUDENT NEEDS TO:

- Understand manufacturing technology
- Have insight in concepts
  Principles, processes and personnel
- Identify and evaluate interests, abilities
  and value judgements
- Develop problem solving and
  creative abilities
- Be provided introductory and
  exploratory experiences in
  manufacturing techniques

GRAPHIC ARTS

PHOTOGRAPHY

DRAWING

PRINTING

GRAPHIC DESIGN

ETCHING

A STUDENT NEEDS TO:

Identify and evaluate their interests
Identify and evaluate their abilities
Identify and evaluate their value judgements
Identify and evaluate their needs
Relate graphic communication to our society
Have introductory and exploratory experiences
Develop technique formation
Formulate foundation for advanced vocational and technological courses
Develop problem solving abilities
Develop creative abilities

POWER & TRANS.

TRANS. TECHNOLOGY

ELECTRICAL POWER

MECH. POWER

FLUID POWER

A STUDENT NEEDS TO:

Identify concerns in Power and Transportation

Understand the importance of Power and Transportation to society

Develop capabilities in the use of Power and Transportation

Select realistic educational goals

Develop ability to use tools and materials

Develop problem solving skills

Exhibit knowledge of the different sources of power

CONSTRUCTION

CARPENTRY

MASONRY

PLUMBING

ELECTRICITY

A STUDENT NEEDS TO:

- Understand construction in relation to industry
- Appreciate and perform management practices
- Appreciate and perform personnel practices
- Appreciate and perform production practices
- Appreciate and use tools
- Utilize construction techniques
- Develop self awareness and responsibility to others
- Appreciate technological and community development

This brochure was prepared and assembled for EMB - 519, Seminar in Vocational Education. Free use has been made of State Department of Education Bulletins in the compilation of the brochure.

By

Carl Holland	Chairman
Calvin Kroupa	Member
Donald D. Greene	Member
William E. Hignite	Member

TECHNICAL VOCATIONAL EDUCATION

Tom Hummer
Jack Alvarez
Wayne Clark

EMB 519
W. Hudson
Florida State University
May 1975

TECHNICAL EDUCATION

INTRODUCTION

Technical Education is that part of Vocational education associated with training experts in the details of a subject or skill, usually a mechanical one. We will present an overview of Technical Education in Florida that meets the students needs in the various Technologies. Then specific subjects such as Electronics and Aviation will be presented as examples of these technologies.

VOCATIONAL AND TECHNICAL EDUCATION

NEEDS OF VOCATIONAL AND TECHNICAL STUDENTS

IDENTIFICATION AND RECONCILIATION

TOM HUMMER

GENERAL

Central to the Vocational and Technical Education concept, is the understanding by students and teacher, that success in a working life involves good mental and physical health, human relation skills, a commitment to honest work as a source of income, a willingness to accept the discipline of the work place, and to be motivated towards achievement in the work setting. From this broad base concept, specific student needs can be identified:

1. Need to develop the whole person. Not only working skills, but mental and physical health.

2. Need to develop communications, enabling students to acquire necessary human relation skills to survive in the work environment.

3. Need to develop within the student a sense of responsibility towards man and work, and obtain a commitment to a chosen vocation.

4. Need to develop within the student, the technique of self motivation, the establishment and attainment of goals.

Responsible and accountable educators, after determining what a student wants to be, must show him how he can get there, by reconciling the above needs.

Steps to Further Breakdown of "Need" identification:

1. Define "Technical Education" - (American Vocational Association) education to earn a living in an occupation in which success is dependent largely upon technical information and understanding of the laws of science and technology, as applied to modern designs, production and services.

In work situation employee classified as a technician in contrast to a craftsmen.

Usually works on a level between skilled craftsmen and professional, scientist/engineer.

2. Issues confronting Educators and Teachers in Technical Education.

(A) Assure offering for the high skill occupations, to a high level in quality of students, teachers, hardware and curriculum to assure production of a superior priduct.

A designed program for semiskilled occupational training, to syphon oil those youths lacking the potential to achieve in the highly skilled occupation (Satisfying needs of general curriculum) (Also drop out rate is highest)

(B) Establishment and maintenance of occupational seminars and workshops to aid student selection of work field. (On campus representative from state employment service and industry)

(C) Embark on team teaching approach to develop students to their full potential expose and exploit hidden or latent talents.

(D) To satisfy needs of students, teachers need to keep themselves updated with techniques and procedures in their occupational field. (Summer school and on direct employment)

(E) Quality Control, Field Analysis and Feedback to students.

* There is no question but that the force behind Vocational and Technical Education is Technology. A contributing force which brings together human experience, human initiative, imagination, and daring harnessing them together to meet the needs of the mind, the heart, and the hand, has been called Vocational/Technical Education; preparationfor work.*

* Paraphased from:

New Conceptions of Vocational and Technical Education
Author: Jerry M . Rosenberg
PP. 15

EDUCATIONAL NEEDS MET IN TECHNICAL EDUCATION

ELECTRONICS SECTION - J. ALVAREZ

The needs of students in technical education are those of people in general who are engaged in a particular endeavor. These needs vary over a wide spectrum which may be classified as the philosophical, the economic, and the sociological.

Under philosophical, the view is taken that since schoolong, pre and post secondary, is supported by all taxpayers, each student should have a choice of selection in an area suitable to his potential and career desire.

The Electronics program at Daytona Beach Community College is opened to all high school graduates with one year of high school algebra credit, and to those students who receive a high school diploma through the completion of the appropriate tests and who fill the algebra requirements through course attendance or passing of an entrance test. Students who have not received a high school diploma must score satisfactorily on entrance tests and receive the permission of the instructional staff. Enrollees with less that high school completion would plan to enroll concurrently in the adult high school program in the school of continuing education. High school completion is important since practices in this field usually require high school graduation.

As a step in assisting in the selection process that confronts the students, DBCC maintains a yearly program in career orientation and planning. This yearly promotion, augments the information and counsel of parents, counselors, and other sources that seeks to fill the student's need for career orientation. Because of the vast number of possible career choices, choosing an occupation which will lead to a satisfying and productive vactional life has become progessively more difficult for youth in our society.

The program begins each year with visits by technical instructors to each high school in the county. The visits include a short career orientation talk at assemblies and is followed by private appointments with students who wish additional information. A Daytona Beach Community College van equipped with models and narrated cassettes of each technical area is displayed at the junior and senior high school campuses. This van is also opened for viewing throughout the year at the shopping centers in the county. Besides the van, tha Daytona Beach Community College campus is opened to students of all county schools. Several weeks are designated for planned guided tours of the classes and laboratory facilities. An instructor from each technical area

describes the laboratory equipment and the laboratory experiments in process. Finally, each year the school sponsors a science fair in the auditorium of the physical education building. The aims of the fair are to display the innovative ideas of the pre-secondary students and to provide experience and first ahnd observation of the technology involved.

The student's economic needs are best reflected by the major curriculum goals of the program. To students in the electronic program, opportunities are provided which enable them to develop job entry technical cognitive skills involving electrical and electronic principles of components and systems. Graduates are prepared for employment in a large variety of electronics occupations such as research, manufacture, operations and maintenance services.

Classroom activities include lectures, demonstrations and the use of up-to-date electronic traning devices. Needs of students to familiarization of equipment are met in laboratory experiments that develop understanding and skills in diagnosing repairing, adjusting and servicing electronic equipment. Preparations for job competence are provided in the fields of communications, radar, telemetry, microwave, computer logical circuitry and synchros and servos.

The general objective of the program is: To provide for the student's need of the total educational qualification represented by a two-year technical certificate program, especially those needs that exist in the environment and philosophy of a community college.

The specific objectives of the program are:

1. To develop those concepts and techniques for each course that produce the most advantageous cognitive and non-cognitive skills which meet the needs of the student and labor market.

2. To provide the student's need for current technology.

3. To simulate the real world of industry in the classroom.

4. To discover and apply techniques to take better advantage of modern electronic calculators and computer facilities.

5. To discover and apply techniques to take better advantage of available media, including individualized instruction.

The course curriculum is divided into three areas:

1. Mathematics-Algebra through determinants and Trigonometry of the right triangle.

2. Circuit courses-Resistive, Single-time-constant, and networks.

3. Electronics-Resistive, Pulse and Advanced.

Some of the sociological needs of the students which are modifiable by the schools are occupational skills and knowledge, awareness of occupational opportunities, desireability of productivity, promptness and low absenteeism. Other student needs affected indirectly include socal behavior and work behavior. The concept that work behavior is social behavior and, as such may be one of the most fulfilling and enriching experiences of life.

EDUCATIONAL NEEDS MET IN TECHNICAL EDUCATION

AVIATION SECTION - W. CLARK

The needs of the Technical Education student, like the needs of all other students, must start with the individual, their personal values and requirements. Therefore, these needs must be presented to the student on a personal basis identifing to the student his need for social preparation, knowledge of the potential economic position and its preparation, the the Technical preparation for competency in the chosen field.

The social preparation is the responsibility of every person, parent, teacher and friends, that come in contact with the learner. These student needs include knowledge of: disciple, personal hygiene as well as manipulative and cognitive skills. In technical education these needs are recognized and dealt with in the real life situation, very little formal education is directed towards this academic area but the responsibility is accepted and the students practical needs are identified and explained.

The potential economic position in technical education must deal more with the specific technology selected by the student. In the Aviation Section, the students economic needs are explained by using Federal Aviation Agency reports and the Aerospace Industries Association manpower requirements reports. These reports show graphically the industries requirements for workers at all levels.

Currently with the majority of the Aerospace workers reaching retirement age, large numbers of workers will be needed over the next ten years. Economic position, salary ranges and job opportunities, will be greatest in the next five to fifteen years. These industry needs are directly translated into students needs satisfing the students requirements to expect suitable employment following the Technical Educational Training in the field of Aviation.

Initially, the least important to the student, but eventually recognized as the most important need is the necessary technical knowledge requirements. The job opportunities in Aviation are so varied and broad it is impossible to prepare the high school student for job entry into Aviation. Most positions require anywhere from eighteen months to five years of technical training. Therefore, the Aviation Program at the high school level, at best, can be only an introductory course. Therefore, the students needs are satisfied in them knowing what to expect in the industry from Factory mechanics to Engineering. However, continuning education and technical training is required following high school.

STUDENTS EDUCATIONAL NEEDS MET BY JUNIOR HIGH SCHOOL PRE-VOCATIONAL AND HIGH SCHOOL VOCATIONAL OFFICE EDUCATION PROGRAMS

By

Eleanor Hopper
Jonie Riley
Marguerite Young
Kathryn Brown

EMB 519 SEMINAR IN VOCATIONAL EDUCATION

Professor William Hudson, Florida State University

June 1975

STUDENTS EDUCATIONAL NEEDS MET BY JUNIOR HIGH SCHOOL PRE-VOCATIONAL AND HIGH SCHOOL VOCATIONAL OFFICE EDUCATION PROGRAMS

BY

Eleanor Hopper

GOALS OF VOCATIONAL OFFICE EDUCATION:

The primary goals of Vocational Office Education is to prepare students vocationally to take their place in business as secretarial and/or clerical workers. Specific goals are:

1. To present, develop, and refine the required skills necessary for job competency.
2. To instill a sense of pride in office occupations and develop wholesome attitudes toward work and learning.
3. To relate learnings and understandings in the classroom to actual job situations.
4. To teach participants the importance of cooperation through actual work situations.
5. To provide opportunities for students to develop an ability to solve problems which might arise in everyday business activities.
6. To help students develop personality traits desirable in the office positions: accuracy, neatness, promptness, dependability, honesty, loyalty, and ability to follow directions.
7. To encourage each student through individual attention to develop his abilities to the highest degree.

PROVIDING FOR STUDENT NEEDS

PRE-VOCATIONAL (VOE) JUNIOR HIGH TEACHERS WILL MEET STUDENT NEEDS BY:

1. Providing broad exploratory, concrete, action-oriented experiences related to the world of work.
2. By helping students see the vocational and avocational implications of school subjects.
3. By getting students out into business and industry and bringing career representatives into the school on a systematic basis.
4. By finding ways to organize the world of work and bringing it down to manageable size through job clusters or families.
5. By teaching awareness of the decision process and the placing of values, alternatives, information, and action plans.
6. By exposing students to people in atypical and non-glamour occupations.
7. By identifying and using resources appropriate to this level.
8. By engaging in interdisciplinary team efforts focused on career education.
9. By utilizing role models--alumni, siblings, peers, vocational school students, college students, adult workers--to assist in exploration.

VOCATIONAL OFFICE EDUCATION (VOE) SENIOR HIGH TEACHERS WILL MEET STUDENT NEEDS BY:

1. Assisting in clarifying to the students the career decision process in relation to self.
2. Helping the student become aware of preferred life styles.
3. Helping the student reality-test his self-concept through tryout experiences.
4. Continuing to teach the vocational and avocational aspects and implications of school subjects, including the structure of VOE subjects, the structure of related career fields, possible college majors or vocational specialities, and educational or vocational paths.
5. Identifying ways in which the student can gain work experience.
6. Identifying, use, and adaptation of resources appropriate for VOE
7. Conveying to each student that he or she is a worthwhile person whatever his occupational or educational goals or life-style aspirations
8. Providing realistic educational and occupational information to students and staff based on knowledge of their occupational field and continuous contact with workers and work settings.
9. Identifying and recruiting resource persons in the employment community to assist in the VOE program.

10. Identifying basic and academic skills and knowledge that are needed to succeed in VOE and communicating this information to academic teachers and guidance specialists
11. Assisting students enrolled in VOE to analyze and interpret their learning experiences for better understanding of self in relation to occupations and the world of work.
12. Planning and providing vocational instruction which prepares VOE students to enter, adjust, progress, and change jobs in their occupational field.
13. Assisting VOE students to identify a wide range of occupations for which their VOE instruction is applicable.
14. Encouraging employers to assist in expanding student awareness of career opportunities
15. Arranging observation activities or part-time employment for VOE students to help them learn more about occupations and work settings.
16. Participating in the planning and implementation of a comprehensive career education program for VOE students.

NEEDS OF STUDENTS
in
PRE-VOCATIONAL EDUCATION

Johnnie Mae Riley
EMB-519 Seminar

May 5, 1975
Mr. Hudson, Instructor

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TEACHERS' RESPONSIBILITIES IN MEETING THE EDUCATIONAL NEEDS OF STUDENTS IN PRE-VOCATIONAL EDUCATION

First I think we should have a general idea or knowledge of what pre-vocational education is and the difference in prevocational education and career education. Pre-vocational education is defined as a type of training which, while playing its part in the achievement of the general aims of education on any given level, has for its primary objective the preparation of students to enter into a business career, or having considered entering such a career, to render a more efficient service therein and to advance from present levels of employment to higher levels.

Career education has not been given a cut and dried definition. However, the general notion revolves around preparedness for work, for leisure, for the manifold opportunities open to all students. In fact, human fulfillment intellectually and occupationally.

If there is a central message in our conception of career and pre-vocational education, it is to cry out against this absurd partitioning of the house of education, this separation of subject from subject, of class from class, this false and destructive distinction between the liberal academic tradition on the one hand and the utilitarian-vocational on the other. There should be no division in technical and liberal education. There can be no adequate technical education which is not liberal, and no liberal education which is not technical.

that is, there is no education which does not impart both technical and intellectual vision. In other words, education should turn out the student with something he knows well and something he can do well.

With these thoughts in mind, we can see that the responsibility of teachers in meeting the needs of students in some ways should naturally be the same. However, the majority of these needs will be meet more specifically according to subjects taught and students being taught.

LONG RANGE NEEDS

1. To provide experiences for students to assist them in evaluating their interests, abilities, value judgments, and needs as they relate to occupational roles in the business career field.

2. To provide students with opportunities for exploration of a broad range of occupational clusters in the business educational field, leading to the tentative selection of further educational and occupational goals.

3. To provide introductory experiences in one or more business occupational careers providing a foundation for future progress at the senior high school level and providing an option to move between clusters, if desired, or persue a more in-depth experience for advanced grades.

4. To provide knowledge of and appreciation for the many business careers. This to include "hands on" experiences, and experiments, where appropriate to further the exploratory learning process.

IDEAS TO BE DEVELOPED

1. The knowledge of the business operations careers, and their sequence of training.

2. The duties of each occupation and how they differ.

3. Exploring the task of business operation occupations.

INFORMATION GAINED

1. Description

2. Requirements

3. Probable pay

4. Students succeeding in program.

5. Identifying students strengths and weaknesses.

6. Students ability to get along on the job with fellow employees and employers.

7. Students performing at occupation level.

8. Learning in a situation without interfering with others learning process.

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TEACHER'S RESPONSIBILITIES IN MEETING THE EDUCATIONAL NEEDS OF STUDENTS ENROLLED IN VOCATIONAL OFFICE EDUCATION (CLERICAL)

BY

Marguerite A. Young

VOB 519 SEMINAR IN VOCATIONAL EDUCATION

Professor William Hudson, Florida State University

May 19, 1975

TEACHERS RESPONSIBILITIES IN MEETING THE EDUCATIONAL NEEDS OF STUDENTS ENROLLED IN VOCATIONAL OFFICE EDUCATION (Clerical)

Some of the responsibilities of a teacher in Vocational Office Education are:

1. The mastery of four basic forms of communication
   a. reading
   b. writing
   c. speaking
   d. listening
2. The understanding of good public relations with fellow workers, management, and customers.
3. The attainment of desirable work habits, attitudes, and personality traits which are necessary for a successful business career.
4. Proficiency in the use of business machines and functions.
5. The integration of business English, typewriting, shorthand, and recordkeeping in such manner as to simulate an actual office atmosphere.
6. The development on behalf of the student to accept responsibility for himself and for his part in the total office situation as reflected in an office procedure class.

COURSES THAT ARE TAUGHT IN THE CLERICAL BLOCK ARE:

1. Typewriting II
2. Filing
3. Office Machines
4. Recordkeeping
5. Business English

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In the Business English Courses it concerns itself with the entire field of oral and written communication in business affairs. Emphasis is placed upon the arts of communicating in writing, as well as other special kinds of business communications. Incorporated in the course content are language mechanics, grammatical rules, and the therotical principles of effective expression. Business literature and ethics are included. Particular stress is placed upon the mailable letter and students are graded harshly on their ability to proofread and find their own spelling errors, ect.

THE TEACHER RESPONSIBILITIES ARE:

1. To teach the student the principles effective in good listening
2. To create in the student an understanding of the techniques of oral communication.
3. To create in the student correct and lasting reading habits.
4. To review, clarify, and apply fundamentals of language mechanics and structure to successful business communication.
5. To improve the student's skill in vocabulary building, spelling, and use of the dictionary.
6. To teach the student the form and composition of effective business writing.
7. To provide the student with an awareness of the Scope of business information.
8. To foster in the student a consciousness of, and a sensitivity to, ethics in business.

TYPING II

Typewriting skill is an essential part of any program of occupational preparation for clerical or stenographic occupations.

THE TEACHER RESPONSIBILITIES ARE:

1. To improve the student basic typewriting skills.
2. To teach the student to operate competently both manual and electric typewriters.
3. To provide remedial instruction in business application of typewriting skills.

4. To meet minimum speed and accuracy standards for employment in the local area.

5. To type letters, tabulated material, envelopes, cards, telegrams, business forms, and reports attractively arranged in conventional format.

6. To type manuscripts form edited handwritten copy, providing headings, footnotes, manuscript, title pages, tables of contents, and bibliographies from the content of the manuscript without direction from the author.

7. To introduce advanced business applications of typewriting skills.

8. To prepare typed material for reproduction by the commonly used media

9. To detect typographical errors before removing copy from the typewriter and make inconspicuous corrections.

10. To take dictation and compose at the typewriter.

11. To work harmoniously and productively in a business environment.

12. To develop a high level of performance of business application with a minimum of direction and supervision.

13. To develop a high level of performance of business application with no direction and supervision.

14. To develop proper attitudes and work habits in office practice and procedures.

15. Drills should be given for speed building and development of accuracy.

16. To give a five minute writing with five errors or less.

17. Different letter styles used in class work.

In the secretarial block and clerical block on the job job training is a portion of the vocational office education program. The student is employed on a full time basis for a week by an approved business firm. He is supervised cooperatively by school and business representatives.

We as business teachers not only teach the student how to perform on a job, we have to teach them how to get a job.

Looking for a job can be a confusing experience. Many students do not know how to go about the search for a job or what to expect during job interviews. They are not sure how to prepare themselves for interviews or how to present themselves effectively to employers.

In teaching the student how to get a job we cover the following:

1. How to contact job interviewers and set up appointment for interviews.
2. How to fill out application forms
3. What to expect, how to prepare for, and how to respond in employment and agency interviews.
4. How to make a good impression, express yourself in a postive way, mention your strong points, and answer difficult question during interviews.

In teaching the following above, I have found it very effective to use the discussion tapes. The students can found out the important things they need to know about in getting a job.

SECRETARIAL VOCATIONAL OFFICE EDUCATION
OR
SECRETARIAL ADMINISTRATIVE MANAGER

By: Kathryn Brown

The three components of this course are

Business English
Office Procedures
Shorthand II

Business English

The teacher is responsible for helping the student develop his English skills to an employable level in the written form.

The teacher will help the student develop his English skills to an employable level in the verbal form.

The teacher will provide practical problems so the student can apply and develop writing skills in letters, memorandums, reports, etc.

Office Procedures

The teacher will help student develop employable skills in the use of such office machines as adding, duplicating, calculating, and transcribing.

The teacher will guide the student in learning and developing acceptable and employable office practices.

The teacher will assist student in learning basic business telephone techniques.

The teacher will assist student with personal grooming and attitudes needed in a business office.

Office Procedures Continued

The teacher will provide the student with practical on-the-job office experience.

The teacher will help the student develop the confidence and independence necessary to be a valuable office employee.

The teacher will help develop the student's filing skills.

Shorthand II

The teacher will assist the student in developing shorthand speed to an employable level.

The teacher will assist the student in developing shorthand transcription competency.

The teacher will help student to develop a usable business vocabulary in her area of interest.

Completion Level

Upon completion of this course, the student should be eligible for employment as a secretary, stenographer, clerk typist, word processing coordinator, or administrative assistant.

Employment Responsibility

The teacher is not responsible for finding students employment.

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Employment Responsibility Continued

The teacher does assist the student in obtaining employment, where possible. Many Vocational Office Education students are 11th grade students that are going to take one of the work experience classes their senior year.

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